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# VOCATIONAL EDUCATION

## Guidance

Human Potential Development/Sex Equity

Vocational Agriculture/FFA

Apprentice Education

Trade & Industry

Technical Education

Job Training Partnership Act



Ed Argenbright  
Superintendent

Business & Office Education

Consumer & Homemaking  
Education

Wage Earning Home

Economics Education

Cooperative Education

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## Montana

Guidelines for  
Secondary Vocational  
Education in Montana

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GUIDELINES FOR SECONDARY  
VOCATIONAL EDUCATION IN MONTANA

PREFACE

The Montana State Plan for Vocational Education is an agreement between the U.S. Department of Education, the State Board for Vocational Education, known as the Board of Regents as the sole state agent for vocational education, and the Montana Superintendent of Public Instruction. It contains planning information and data relating to the operation of the various aspects of vocational education.

These Guidelines for Secondary Vocational Education in Montana are published to serve as a supplement to the State Plan and are designed to provide assistance to local administrators and others involved in planning and conducting secondary vocational education programs under state and federal law P.L. 98-524.

The guidelines have evolved over the years and reflect the consideration of recommendations from many persons and agencies at all levels of vocational education in Montana. Regional and national standards, as well as practices in other states, have been reviewed in the quest to design the best pattern for Montana's programs.

The requirements portion of these guidelines became effective May 18, 1984. These guidelines will be reviewed yearly and revised as necessary to meet emerging needs and to reflect changes in legislation and the Administrative Rules of Montana (ARM).

OPI VOCATIONAL EDUCATION PERSONNEL DIRECTORY

OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction (Executive Officer for Secondary Vocational Education) Ed Argenbright	444-3654
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DEPARTMENT OF ADMINISTRATIVE/VOCATIONAL EDUCATION SERVICES Gene Christiaansen, Assistant Superintendent	444-3169
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Office of Public Instruction address:	Room 106, State Capitol Helena, MT 59620
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Helena  
Laurel





## PART I: DEFINITIONS AND PHILOSOPHY

### A. VOCATIONAL EDUCATION: FEDERAL DEFINITIONS

Federal regulations<sup>1</sup> provide the following definitions:

Vocational Education means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agriculture arts, and trades and industrial occupations, or for additional preparation for a career in those fields, and in other occupations requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program. For purposes of this definition:

1. Instruction, including career guidance and counseling, related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from that training; and
2. The acquisition, including leasing, maintenance, and repair, of instructional equipment, supplies, and teaching aids.

Vocational Instruction means instruction which is designed to prepare individuals upon its completion for employment in a specific occupation or cluster of closely related occupations in an occupational field, and which is especially suited to the needs of those engaged in or preparing to engage in such occupation or occupations. Such instruction may include:

1. classroom instruction;
2. classroom related field, shop, and laboratory work;
3. programs providing occupational work experiences, including cooperative education and related instructional aspects of apprenticeship programs;
4. remedial programs which are designed to enable individuals to profit from instruction related to the occupation or occupations for which they are being trained by correcting whatever educational deficiencies or handicaps prevent them from benefiting from such instruction; and
5. activities of vocational student organizations which are an integral part of the vocational instruction.

### B. VOCATIONAL EDUCATION IN MONTANA

The above definitions are also listed in the policies of the Montana Superintendent of Public Instruction showing consistency between state and federal criteria that govern the use of funds for vocational education. The acceptance of federal definitions indicates commitment to programs that meet the objective of preparing individuals for employment.

<sup>1</sup> Federal Register, Vol. 50, No. 159, August 16, 1985, page 33235.

Postsecondary vocational education in Montana is offered at the five postsecondary vocational-technical centers in Billings, Butte, Great Falls, Helena, and Missoula. Programs of postsecondary vocational education are also offered at community colleges in Glendive, Kalispell, and Miles City, and at Northern Montana College in Havre, as well as the various private schools and Indian community colleges.

Many of the state's local school districts operate secondary vocational programs and some offer adult vocational education and related apprenticeship training. Teacher education projects are conducted at three college campuses while special projects are funded at various locations including state institutions and Indian reservations.

State and federal funding support for vocational education at the secondary level is by approval of the Office of Public Instruction. The Superintendent of Public Instruction serves as executive officer for secondary vocational education and heads a state level staff which administers secondary vocational education under the procedures of the Superintendent. Postsecondary vocational education is administered by the Montana State Board of Regents.

#### C. VOCATIONAL EDUCATION PHILOSOPHY

It is the philosophy of the Montana State Superintendent of Public Instruction that vocational-technical education and prevocational education opportunities shall be provided to persons who desire and can benefit from vocational education opportunities irrespective of race, color, religion, creed, political ideas, sex, age, marital status, physical or mental handicap, or national origin. Vocational education courses and programs shall be conducted to encourage the full development of the interests, aptitudes, skills and capacities of all persons in the preparation for paid and unpaid occupational opportunities that require less than a baccalaureate or advanced degree, and inclusive of the training and retraining of adults.

It shall further be the philosophy of the Montana State Superintendent to adopt and administer policies to effect the orderly development of a system of vocational education that is adaptable to changing needs, controlled to prevent unnecessary duplication, coordinated with applicable federal guidelines and requirements for vocational education and funded to ensure growth and quality programming.

Starting with Part II, this booklet contains criteria for approval of programs in the various service areas and includes minimum requirements. These are designed to ensure that programs will possess vocational characteristics and, further, will contain descriptions of what courses may be considered for approval when designed properly. CAPITALIZED PORTIONS ARE TAKEN FROM RULES PRINTED IN THE ADMINISTRATIVE RULES OF MONTANA AND HAVE THE EFFECT OF LAW. Additional information contained in each section should prove helpful in conducting quality programs.

PART II: GENERAL REQUIREMENTS OF  
SECONDARY VOCATIONAL EDUCATION PROGRAMS  
(From Administrative Rules of Montana)  
(10.44.201)

A. GENERAL REQUIREMENTS

The following requirements, CAPITALIZED IN BOLD PRINT, are common to vocational programs of Agricultural Education, Business and Office Education, Distributive Education, Health Occupations, Trade and Industrial Education, and Wage Earning Home Economics. Specific requirements for each area are covered in Part III, as are requirements for Consumer Homemaking and Industrial Arts. Special Needs, Guidance and Counseling, Office of Civil Rights, Cooperative Programs, and Sex Equity in Vocational Education are found in parts IV through VIII.

Approval of secondary vocational education project proposals will be based generally on consideration of evidence that these criteria are met:

1. THE PROGRAM MAY HAVE THE PRIMARY OBJECTIVE OF DEVELOPING SKILLS LEADING TO EMPLOYMENT AS WELL AS ENTRY INTO ADVANCED VOCATIONAL TRAINING.

Clarification--All programs except consumer home economics and industrial arts must have as a primary objective the development of skills leading to employment as well as advanced vocational training.

The following further defines "skills leading to employment":

- a. Develop pride in work and a feeling of self-worth.
- b. Learn to respect and get along with people with whom you work and live.
- c. Gain information needed to make job selections.
- d. Develop skills to enter a specific field of work at the entry level, or enter further training for a more advanced level of employment.

2. SPECIFIC OBJECTIVES SHALL BE DEFINED IN TERMS OF SKILLS TO BE DEVELOPED AND RELATED TO A SPECIFIC OCCUPATION BY CLASSIFICATION OF INSTRUCTIONAL PROGRAM CODE.

Clarification--The general goals of a secondary system of vocational education may be to provide entry level training in a specific occupation. This is a very broad goal, too broad for the classroom. It applies to the program as a whole. A more specific goal must be developed at the course/classroom level.

The Classification of Instructional Program code numbers are used to identify the specific goals the course is intended to provide. The specific goals are to be further defined as job competencies completed as part of job performance.

3. THE PROGRAM SHALL BE BASED ON THE VOCATIONAL EDUCATION NEEDS OF STUDENTS IN THE AREA. A NEEDS ASSESSMENT SHALL BE MADE. PROGRAM INFORMATION SHALL BE PROJECTED FOR A FIVE-YEAR PERIOD.



Clarification--Vocational program planning begins with an analysis of the labor needs of business and industry as well as an analysis of student interests and needs. Needs assessment refers to the process of establishing what should be, determining what is, measuring the difference between the two, and reporting the needs.

What should be: is the desired/required behavioral outcome for those on whose behalf the study is being done.

What is: is the current behavior of those being studied.

Need: is the difference identified as a result of comparing what should be with what is.

4. PROGRAMS MUST BE DEVELOPED AND CONDUCTED IN CONSULTATION WITH AN ADVISORY COUNCIL/COMMITTEE. THE COMMITTEE SHALL INCLUDE MEMBERS OF BOTH SEXES FROM BUSINESS, INDUSTRY, AND LABOR. IT SHOULD REPRESENT A CROSS SECTION OF MEN AND WOMEN ACTIVE IN THE OCCUPATION. MINORITIES RESIDING IN THE AREA SERVED BY THE COMMITTEE MUST BE REPRESENTED APPROPRIATELY. STUDENT MEMBERSHIP IS RECOMMENDED.

Clarification--A listing comprised of the names and addresses of all current advisory committee members should be made available to school, community, and state personnel. In addition, advance notice of committee meetings should be made available for school, community, and state office information. Committee meeting minutes are to be maintained for future reference (documentation) purposes. (See Standards for Advisory Committees: Part II, Section F.)

5. INSTRUCTION SHALL BE BASED ON AN ANALYSIS OF SKILLS AND KNOWLEDGE REQUIRED IN THE OCCUPATION.

Clarification--The first step in developing instructional objectives when following the job analysis approach is to locate or prepare a job description for the occupational training to be taught. The job description provides a basis for a detailed task analysis.

The purpose of a task analysis is to determine an adequate definition of the job so that effective instructional objectives and learning activities can be developed. Completed task statements may be obtained from other sources and adopted to your needs, or you can develop your own utilizing employers and supervisors from industry as resources.

6. THE PROGRAM SHALL DEVELOP LEADERSHIP AND CHARACTER THROUGH ACTIVITIES THAT ACCOMMODATE THE TRANSITION FROM SCHOOL TO JOB. VOCATIONAL STUDENT ORGANIZATIONS (FUTURE FARMERS OF AMERICA [FFA], FUTURE HOMEMAKERS OF AMERICA [FHA/HERO], DISTRIBUTIVE EDUCATION CLUBS OF AMERICA [DECA], OFFICE EDUCATION ASSOCIATION [OEA], AND VOCATIONAL INDUSTRIAL CLUBS OF AMERICA [VICA]) ARE RECOGNIZED FOR THIS PURPOSE IN CONJUNCTION WITH VOCATIONAL PROGRAM OFFERINGS.

Clarification--Leadership and character are among the terms that are used to describe the traits needed by individuals to be successful in jobs and life roles. Every vocational education program shall provide

opportunities for the development of not only the needed skills and knowledge to perform job tasks, but also for the development of proper personal attributes and attitudes. Examples of these traits are:

- a. organizational ability
- b. communication skills
- c. sense of responsibility
- d. respect for the dignity of work
- e. ability to work as part of a group
- f. self-confidence
- g. pride in craftsmanship
- h. belief in and ability to use the principles of democracy
- i. integrity
- j. interpersonal skills
- k. knowledge of proper work ethics.

Vocational education program objectives need to specifically outline student outcomes dealing with these topics and others that develop leadership and character. Organized instructional activities for meeting the objectives should then be conducted as an integral part of the program.

Vocational student organization activities have proven to be an effective teaching tool in meeting these objectives. In addition, they strengthen and enhance the program in many ways. Marketing/Distributive Education and Vocational Agriculture programs must conduct student organization activities. It is strongly recommended that all programs make use of these activities. Full programs of activities are available through FHA/HERO (Future Homemakers of America/ Home Economics Related Occupations) for home economics programs, OEA (Office Education Association) for business and office education, and VICA (Vocational Industrial Clubs of America) for industrial education and health occupations programs.

7. PROVISION SHALL BE MADE FOR VOCATIONAL GUIDANCE AND SHALL INCLUDE, BUT NOT BE LIMITED TO, OCCUPATIONAL INFORMATION AND CAREER COUNSELING.

Clarification--Vocational guidance is the process of assisting individuals to understand their capabilities and interests, to choose a suitable vocation and to prepare for employment, and to make successful progress in employment. Five principal elements are: placement, follow-up, career information, testing, and counseling.

The initiation of aptitude, achievement, career interest, and personality testing will provide information necessary to the counseling process. Students usually will need assistance in effectively understanding the information about themselves resulting from the testing process. A career information resource center is essential to a vocational guidance program and will enhance the career counseling activity. Information should be identified and organized in a manner that provides easy usability for students. A variety of occupational and career materials should be available to provide students exposure to a wide range of opportunity.

8. STUDENTS SHALL BE SELECTED FOR ENROLLMENT ON THE BASIS OF THEIR INTEREST IN THE OCCUPATIONAL AREA AND THEIR ABILITY TO PROFIT FROM THE

INSTRUCTION. PREREQUISITE COURSES MAY BE REQUIRED WHICH PROVIDE STUDENTS WITH INFORMATION AND EXPERIENCE TO MAKE SOUND CHOICES OF OCCUPATIONS AND ADVANCED TRAINING.

Clarification--Where prerequisite courses are required, the prerequisite course must be open and available to all students expressing an interest in the occupational area.

9. INSTRUCTORS SHALL BE OCCUPATIONALLY COMPETENT AND CERTIFIED IN ACCORDANCE WITH THE BOARD OF PUBLIC EDUCATION REQUIREMENTS. (Reference Appendix I)

Endorsement is required for the appropriate vocational education program of assignment.

Clarification--Usually the ideal person for the job is one who has:

- a. relevant work experience (in the trade area)
- b. the appropriate number of years of work experience
- c. attained the minimum amount of education (degree, etc.)
- d. completed the preferred major area of study
- e. appropriate/required teaching experience (number of years, grade level, subject matter)
- f. the appropriate/required certification
- g. the desirable/necessary personality characteristics or attributes

In addition, it may be advantageous for the person to provide the following information:

- a. philosophy toward the vocational program
- b. attitude toward occupational area and instructional programs
- c. skill possessed by the candidate
- d. assessment of the candidate's strengths and weaknesses.

10. INSTRUCTIONAL EQUIPMENT AND FACILITIES SHALL BE COMPARABLE TO THOSE USED IN THE OCCUPATION; ADEQUATE FOR THE MAINTENANCE OF ACCEPTABLE EDUCATION, HEALTH AND SAFETY STANDARDS; AND CAPABLE OF ACCOMMODATING MALE, FEMALE, AND HANDICAPPED STUDENTS.

Clarification--The time to specify facility, equipment, and supply needs is after the course performance standards, instructional objectives, methods of instruction, and evaluation procedures have been identified. Primary consideration should be given to:

- a. the expected number of students to be enrolled (total and per class)
- b. the name of the course and program to be offered
- c. the instructional methods to be used (classroom, laboratory, on-the-job training, etc.)
- d. the equipment and tools that will be used (specify name, quality, number)
- e. climate control necessary (window space, ventilation, air conditioning, heating)
- f. facility (lighting, access, door size, electricity, washroom, etc.).
- g. safety and ease of effective supervision.



11. PROVISIONS SHALL BE MADE FOR JOB PLACEMENT, ANNUAL FOLLOW-UP OF PROGRAM COMPLETERS, PROGRAM EVALUATION AND EMPLOYER FOLLOW-UP.

Clarification--The Division of Vocational Education Services encourages each school district to designate a central contact person to provide employment and advanced training information/opportunities to students about prospective employers and institutions. The school representative should make business and industrial contacts outside the school on a regular basis as part of a job development activity. Job development is the process of seeking and identifying potential jobs to be matched with graduates and/or identifying employers who are willing to hire vocational high school graduates (with job skills) as jobs become available within their organizations.

In addition to placement, it is important that the long-term effects of curriculum on the knowledge and performance of graduates be evaluated. School districts can do this by conducting follow-up studies of graduates and their employers. Questions to be answered would include: what are the long-term effects of the curriculum; do the objectives and program content enable students to meet the job demands of the industry; does the mastery of course objectives indicate a likelihood of successful job placement and performance; and how can the curriculum be improved?

The Division of Vocational Education Services has implemented a state-wide vocational student follow-up system. Local districts will identify graduates and the state Division of Vocational Education Services will conduct the follow-up (also see Part II, Section E).

12. THE MAXIMUM NUMBER OF STUDENTS PER CLASS SHALL BE DETERMINED BY THE WORK BEING DONE, EQUIPMENT BEING USED, EASE OF SUPERVISION, SAFETY FACTORS, SPACE AND RESOURCES AVAILABLE, AND THE NEED FOR INDIVIDUAL STUDENT INSTRUCTION.

Clarification--The Division of Vocational Education Services, Office of Public Instruction, recognizes the need for class size to be determined by the local agency. The division also recognizes the need for minimum standards to ensure quality vocational opportunities and safe learning environments for secondary students enrolled in vocational programs. Maximum class size requirements should be established allowing for such factors as noted above.

13. PROGRAMS MUST BE PLANNED WITH REGARD FOR HOW THEY WILL RELATE TO OTHER EMPLOYMENT AND TRAINING PROGRAMS CONDUCTED IN THE AREA.

Clarification--Annual and five-year local plans are to reflect the type and amount of coordination taking place between vocational, employment, and training programs. This effort is intended to eliminate as much duplication as possible yet provide adequate vocational training for youth. Specific information may include: the number of students served by sex and race; the number of students completing the program; the number placed in employment or further training; types and numbers of programs offered; number of staff involved; type of facilities available; amount of expenditures.



14. PROVISIONS SHALL BE MADE TO ENSURE EQUAL ACCESS TO ALL PROGRAMS BY FEMALE, MALE, AND HANDICAPPED STUDENTS NOT RESPECTIVE TO RACE, CREED OR NATIONAL ORIGIN; TO REVIEW, EVALUATE AND REPLACE SEX-BIASED LEARNING MATERIALS; TO MAKE FACILITIES AND EQUIPMENT AVAILABLE FOR ALL STUDENTS; TO PROVIDE GUIDANCE AND COUNSELING, ESPECIALLY FOR STUDENTS CHOOSING TO ENTER NONTRADITIONAL OCCUPATIONS; AND TO SEEK JOB PLACEMENT DEPENDENT ON THE STUDENTS' ABILITIES, NEEDS, AND INTERESTS RATHER THAN ON CULTURAL OR SEX STEREOTYPES. APPLICATIONS SHALL DESCRIBE PROCEDURES IN EFFECT OR ONES THAT WILL BE PUT INTO EFFECT TO ENSURE THAT THESE REQUIREMENTS ARE MET.

Clarification--Local districts are required to submit five-year and annual plans which include policies and procedures that will be followed to assure equal access to vocational education programs for anyone who desires them. Major concerns to be addressed are:

- a. equal access to vocational education programs by males and females
  - b. recruitment and enrollment patterns
  - c. membership of advisory councils
  - d. guidance and counseling services
  - e. curriculum materials based upon human needs rather than tradition
15. THE SCHOOL SHALL PARTICIPATE IN THE MONTANA VOCATIONAL EDUCATION INFORMATION SYSTEM BY PROVIDING INFORMATION AS REQUIRED.

Clarification--In addition to general program information, the Division of Vocational Education Services has implemented a secondary vocational information system. The system requires local districts to identify the graduates to be followed-up as well as their program involvement. The division may conduct the study and maintain a bank of graduate data. Local districts will complete the Student Enrollment Report and the 12th Grade Data Cards.

16. EACH SCHOOL SHALL CONDUCT A YEARLY VOCATIONAL PROGRAM SELF-EVALUATION AND SUBMIT A COPY TO THE OFFICE OF PUBLIC INSTRUCTION. THE SCHOOL SHALL COOPERATE WITH THE OFFICE OF PUBLIC INSTRUCTION IN A THOROUGH EVALUATION WHICH WILL BE CONDUCTED AT LEAST ONCE EVERY FIVE YEARS.

Clarification--The evaluation process has been developed to provide school districts a means of determining the status and needs of their vocational programs. The process is designed to help accomplish the following objectives:

- a. identification of the strengths which may be used as a basis for continued growth and development
- b. the formulation of plans for improvement, development, and expansion
- c. identification of those parts of the program that warrant specific attention.

#### Major Goal #1

Determine the management effectiveness of the comprehensive vocational education program.

- a. needs assessment (community and student interest)
- b. goals/planning (philosophy, goals, and objectives)
- c. implementation (administration/management/instructor practices/vocational guidance services)
- d. product (placement, follow-up, occupational information)
- e. evaluation (systematic ongoing process at the local level).

#### Major Goal #2

Determine the effectiveness of the occupational courses in various vocational disciplines (agriculture, business and office, marketing, health occupations, home economics, industrial arts/trades and industry).

#### Major Goal #3

Determine the effectiveness of the sequence and exploratory levels.

17. LOCAL EDUCATIONAL AGENCIES SHALL USE VOCATIONAL EDUCATION FUNDS TO SUPPLEMENT (ADD TO, ENHANCE) LOCAL FUNDS TO IMPROVE VOCATIONAL PROGRAMS. FUNDS WILL NOT BE APPROVED WHEN IT HAS BEEN DETERMINED THAT SUPPLANTING (REPLACING) OF LOCAL FUNDS WILL OCCUR. A SCHOOL MUST NOT DECREASE THE AMOUNT SPENT IN THE VOCATIONAL PROGRAM FROM ONE YEAR TO THE NEXT, FIGURED EITHER ON AN AGGREGATE OR PER STUDENT BASIS, UNLESS "UNUSUAL CIRCUMSTANCES" EXIST, SUCH AS LARGE EXPENDITURES IN PREVIOUS YEARS FOR EQUIPMENT. \*

State level vocational education program specialists will review secondary program applications (by program area) to determine if past funding levels have been maintained. Each approved project will submit a certified expenditure report to the Division of Vocational Education Services at the close of the academic year (before July 15). Each program's expenditures will be verified by the state level program specialist. Verified actual expenditures will then be compared with expenditures of previous years to determine if the fiscal effort has been maintained.

18. ACCOUNTING PROCEDURES MUST USE STANDARD SCHOOL ACCOUNTING CODES. A YEARLY CERTIFIED EXPENDITURE REPORT MUST BE SUBMITTED SHOWING THE ACTUAL EXPENDITURE OF FUNDS COMPARED TO THE LAST APPROVED BUDGET. RECORDS WILL BE KEPT LOCALLY FOR AUDITS. THESE RECORDS WILL INCLUDE INVOICES, PURCHASE ORDERS, WARRANT NUMBERS, AND OTHER DOCUMENTS. RECORDS FOR FUNDED PROGRAMS BY SIX-DIGIT CLASSIFICATION OF INSTRUCTIONAL PROGRAM CODES WILL BE SEPARATED FROM NON-FUNDED PROGRAMS. \*

The accounting codes should be used for secondary vocational education programs when preparing the certified expenditure report.

\* Numbers 17 and 18 above are in effect when the legislature appropriates secondary vocational education funds. No funds were appropriated for the 1987-89 biennium.

Vocational education funds may only be used for expenditures made in connection with an approved project for which the funds were authorized (funds are to be spent in those program areas which generate the funds). In no case should an expenditure or commitment to purchase be made prior to project approval.

19. VOCATIONAL INSTRUCTIONAL PROGRAMS AT THE SECONDARY LEVEL SHALL CONSIST OF SEQUENTIAL COURSES OR A COURSE OFFERING SUCH THAT A MINIMUM OF 360 CLASS PERIODS OF OCCUPATIONAL SKILL AND RELATED INSTRUCTION ARE OFFERED UNDER GENERAL REQUIREMENTS SPECIFIED IN 10.44.201. COURSES AND/OR INSTRUCTIONAL OBJECTIVES MUST INCLUDE A PROGRESSION OF SKILLS AND KNOWLEDGES FROM BASIC TO ADVANCED INCLUDING, WHERE APPROPRIATE, OCCUPATIONAL EXPERIENCE, CO-OP, WORK EXPERIENCE OR OTHER APPROVED ACTUAL OR SIMULATED EXPERIENCES. EXCEPTIONS INCLUDE INDUSTRIAL ARTS AND WAGE EARNING HOME ECONOMICS.
20. ALL INSTRUCTIONAL PERSONNEL MUST BE ENDORSED IN ACCORDANCE WITH BOARD OF PUBLIC EDUCATION REQUIREMENTS.

The endorsements required for specific subject areas can be found in Appendix II of this publication.

B. SECONDARY VOCATIONAL EDUCATION FORMS DUE DATES CALENDAR

Requirements for State Vocational Education Funds\*

Fiscal Year July 1 to June 30

July 15	Certified Expenditure Reports for previous fiscal year due at Department of Vocational Education Services.
August**	Authorization of Vo-Ed Personnel form(s) due at the Department of Vocational Education Services.
October 1	Secondary Vocational Education Student Enrollment Reports due at Department of Vocational Education Services.
November 1	Secondary State Excess Cost Funding to be received at local districts.
January 15***	RFP application for federal vocational education projects due at the Department of Vocational Education Services.
April 20****	12th grade blue cards (follow-up) due at Department of Vocational Education Services.
March 1	Secondary Vocational Project Proposals due at Department of Vocational Education Services.
May 18	Extensions for current year federal projects due at Department of Vocational Education Services.

\* Not funded by the state legislature in FY 1987-88 and 1988-89.

\*\* Required only when applying for a new program or when new instructional personnel have been added. Due two weeks prior to start of program.

\*\*\* Required only for those districts which are making application for special federally funded projects in response to a Request for Proposal issued by the Office of Public Instruction, Division of Vocational Education Services.

\*\*\*\* Required only if the Division of Vocational Education Services is conducting a student follow-up of this year's graduates.



C. SECONDARY VOCATIONAL EDUCATION APPLICATION PROCEDURES

\*To apply for Secondary Vocational Program Excess Cost Funding, schools must submit to the Superintendent of Public Instruction:

1. Proposal for a New Secondary Vocational Education Program (VZ0283)  
Submit for each new secondary vocational education program (agriculture, distributive education, health occupations, consumer homemaking, home economics wage earning, business and office, trades and industries and industrial arts).
2. Proposal for Renewal of a Secondary Vocational Education Program (VZ1084)  
This form may be submitted in lieu of Proposal for a New Secondary Vocational Education Program (VZ0283) if the program is ongoing (approved for funding the previous year).
3. Secondary Vocational Education Student Enrollment Report (VM0384)  
Submit for each approved vocational education class. Report each class on a separate form. The information from this form will be used in the formula to allocate state vocational monies to the local education agencies and to provide actual student count by grade level and special condition.
4. Certified Expenditure Report for a Vocational Education Project (VZ0584)  
Report the actual expenditures for the fiscal year for each approved vocational education program. With the completion of this report, a district will have certified that all expenditures listed for the program for each fiscal year are accurate and that adequate records are retained in the district office for audit purposes.
5. Authorization of Vocational Education Personnel (VZ1183)  
Submit for vocational education personnel not previously approved. May be submitted with proposals or two weeks prior to the beginning of the program.
6. Addendum for Cooperative Vocational Education Program (VZ1284)  
Submit for each program utilizing the cooperative training method of instruction.
7. Self-Evaluation for Vocational Education (VZ0484)  
The self-evaluation form is to be completed by designated personnel (i.e., administration, instructors, and advisory committee members) and be inclusive of all approved vocational education and industrial arts programs. This assures the Office of Public Instruction that local program evaluations take place on an annual basis in accordance with the approved program standards.

\*Contingent upon the Montana state legislature appropriating funds. The legislature did not appropriate funds for the FY 1988 and FY 1989 biennium.

Schools desiring to participate in the state's excess cost funding for secondary vocational education/industrial arts programs must have operated the program for at least one year on approved status prior to receiving funding.

The above procedures have been promulgated by the Superintendent of Public Instruction in compliance with Montana statutes and shall be the governing rules for approval and distribution of monies.

#### D. SECONDARY VOCATIONAL PROGRAM EVALUATION

The Administrative Rules of Montana, 10.41.229 Program Evaluation, state: "EVALUATION SHALL BE AN INTEGRAL PART OF MONTANA'S VOCATIONAL EDUCATION SYSTEM. (1) THE ASSISTANT SUPERINTENDENT FOR VOCATIONAL EDUCATION SERVICES SHALL EVALUATE EACH VOCATIONAL PROGRAM APPROVED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION."

In an attempt to comply with the above rule, the Division of Vocational Education Services proposes the following procedures for secondary vocational program evaluation.

The project application and renewal process utilizes a five-year cycle (a proposal for secondary vocational programs and four annual review proposals). In order to be consistent, the program evaluation process will also utilize a five-year cycle.

Program evaluations will consist of either an on-site visitation or a desk audit. Schools which have not received an on-site evaluation within the previous five-year period may be scheduled for an on-site evaluation.

Accountability for the distribution of vocational funds and the desire for additional planning and improvement of local vocational programs require the Division of Vocational Education Services to 1) conduct program evaluation (either a desk audit or on-site visit) or 2) receive an annual self-evaluation from the local district as part of the project application process. All schools in the state with approved vocational projects will be evaluated during each five-year cycle.

#### Project Probation

A secondary vocational project may be placed on probation for:

- a. not adhering to specific program standards (10.44.202-210)
- b. not adhering to general program standards (10.44.201)
- c. non-compliance with Civil Rights and/or sex equity requirements
- d. inappropriate expenditures
- e. non-compliance with reporting deadlines.

Placing a project on probationary status means a project has not met one or more of the identified criteria. If the project is an ongoing (previously funded) project, the school has a specific period of time to correct the deficiency and meet or exceed the standard. When the condition is corrected and the standard met, the probationary status is removed and the project is approved for future funding.

If the condition is not corrected within the specified time frame (usually one year) and the standard is not met, the project will not be approved for vocational excess cost funding the following year and a payback may be necessary.

#### E. SECONDARY VOCATIONAL STUDENT FOLLOW-UP INFORMATION

The Administrative Rules of Montana, 10.44.201 General Requirements, Rule Number 11 require that provisions shall be made for job placement, annual follow-up of program completers, program evaluation and employer follow-up. Rule 10.41.120 State Vocational Education Information System requires that institutions offering vocational education programs and/or courses provide information to the assistant superintendent for vocational education services for a state education information system.

In an attempt to comply with the above rules, the Division of Vocational Education Services has implemented a secondary vocational student follow-up and information system. The system provides data relating to placement.

The collection of data relevant to the former vocational student's job success must be considered most vital to the continued progress of vocational education. Former student follow-up data is a means of measuring the success of one program or of the statewide vocational system. If a teacher, school, or state agency is to be held accountable, all courses of action must be adequately justified. Therefore, utilization of pertinent follow-up data is a vital instrument when striving to achieve an acceptable accountability status.

#### Specific Purposes of Student Follow-Up:

1. to develop justification for continuation or modification of existing programs or implementation of new ones
2. to evaluate existing instructional methods and provide an input source for improvement in order to update and maintain relevant vocational training programs.

An annual Vocational Student Follow-Up is required for all vocational offerings and is recommended under Montana School Accreditation Standard 409. One region is designated as the selective sample each year of a three-year cycle.

Student enrollment data will be collected statewide each year as a basis for excess cost funding as well as the follow-up system. Schools will report 12th grade students who are enrolled in a vocational or industrial arts program for follow-up purposes.



The names and Social Security numbers of the 12th grade enrollees will be retained in the information bank of the office computer. Approximately one year later these 12th grade students will be followed-up through the Department of Labor and Industry's data bank.

F. STANDARDS FOR LOCAL VOCATIONAL ADVISORY COMMITTEES

1. SCOPE

A vocational advisory committee is a group of persons, the majority of whom are outside the education profession, are representative of the community and are recognized and respected in their fields of work. They advise and assist decision makers on the design and maintenance of sound vocational education programs based on the real needs of the community, region, state, or nation.

Vocational education is charged with supplying the occupational needs of society; consequently, it must be aware of both current and future needs in today's fast-changing industrial world.

The committee's primary function is to assist the educational unit provide education that will be of value to students upon their entry into the world of work.

2. OCCUPATIONS TO BE SERVED

A VOCATIONAL ADVISORY (CRAFT) COMMITTEE MUST BE APPROVED (BY THE SCHOOL BOARD) FOR EVERY VOCATIONAL PROGRAM. This will provide for industry-specific advice and assistance to the vocational teacher.

In schools where there are limited vocational offerings (3 or less) and enrollments, one general advisory committee with members who represent each program area may be utilized. THE PROGRAM ADVISORY COMMITTEE IS REQUIRED TO MEET AT LEAST ONCE PER YEAR AND MINUTES OF ALL MEETINGS MUST BE ON FILE...

3. PURPOSE

- a. General Functions. The committee is a mechanism for providing collective advice, recommendations, and service to the educational unit, its students, teachers, administrators, and other constituents.

The purpose and functions include advisement and assistance in the following:

- 1) annual and long-range vocational planning (projections for courses, enrollments, expenditures, etc.)
- 2) curriculum content
- 3) equipment, facilities, and instructional resources
- 4) student recruitment, placement, and career guidance
- 5) community public relations
- 6) community resources (field trips, speakers, etc.)

- 7) employment and community needs
- 8) program review and evaluation
- 9) professional development (teacher updating)
- 10) youth groups

b. Organization and Content. Operation of both total program committee and individual program (craft) committees includes the following components:

- 1) Policies and procedures or bylaws should be developed locally. These should include the minimal procedures needed for efficient and effective committee operation.
- 2) Officers should be lay people elected by the committee from the committee membership. The chairperson should work closely with the school, preside at meetings, appoint subcommittees and represent the committee to other groups. It is recommended that there be a chairperson, vice-chairperson, and secretary. Clerical support should be provided by the local school.
- 3) Number of meetings should be determined locally, based upon necessity. It is recommended that quarterly meetings be held, and required that a minimum of one meeting per year be held.
- 4) Agenda should be formulated and distributed to the membership and interested persons prior to the meetings. The agenda is the responsibility of the officers, the administrator responsible for vocational education and the vocational teacher.
- 5) Minutes should be recorded for each meeting, distributed to the membership, filed in the administrative offices, and made available to the administration and the board.
- 6) Committee reports should be kept, and the advisory committee should submit a brief annual report to the board stressing recommendations for improving the vocational program. To maintain open communication in advisory committees, representatives should attend Board meetings and vice versa.
- 7) Committee goals and objectives should be developed by the advisory committee annually and reviewed periodically.

c. Facilities/Equipment/Resources. Offer advice on proper equipment and facilities for vocational programs based on current industrial practices.

d. Student Organizations. Assist with youth group activities.

e. Certification and Qualifications. Membership of the total program advisory committee and individual program (craft) committees will vary in the scope of qualifications and number of people needed. Consideration of membership includes the following:

- 1) Qualifications--The advisory committee should include lay people from the community who possess expertise and work experience necessary to meet the purpose and to carry out the functions of the committee. Consideration should be given to recent graduates of programs as members as well as a balance of employer and employees in the skill area.
  - 2) Selection--Advisory committee members should be appointed by the board from nominations made by the administration in consultation with the administrator responsible for vocational education and the vocational instructor. A balance of male/female, employer/employee shall be maintained where feasible.
  - 3) Number--The size of the advisory committee must be determined locally. Consideration should be given to the function of the committee, size of vocational program, and size of the community. (The reported average size of overall vocational advisory committees is 7-10. Individual program or craft committee membership tends to be fewer in number, generally 3-5.)
  - 4) Term--A systematic procedure of replacement shall be established at the beginning of the school year. The membership terms should be staggered to allow for new members while retaining a one-third ratio of experienced representatives to help maintain continuity. A three-year membership term is recommended.
- f. Length of Service/Period of Service. Advisory committees should provide advice and assistance throughout the school year. Committees may wish to meet prior to school or during the summer to assist in finding job training sites or organizing youth activities, etc.
- g. Sex Equity. A balance of male/female membership for committees should be maintained where feasible. An advisory committee program of work should encourage awareness of opportunities in all vocational programs for both sexes.
- h. Cooperative Education. Advisory committees can assist in the development of quality training stations in the community for the placement of cooperative education students.
- i. Special Needs. Advisory committees can advise and assist in the vocational training and job placement of special needs students.

#### G. RESOURCES FOR ADVISORY COMMITTEES

1. Slide/tape--"Purposes and Functions of Advisory Committees," prepared by Jeff Dietz, Montana State University, Bozeman, Montana; available on loan basis from Montana Council on Vocational Education, 1228 11th Avenue, Helena, MT 59620, (406) 449-2964.

2. Vocational Education Local Advisory Committee Handbook. 1986, Montana Council on Vocational Education. (Call or write for free copy.)
3. Advisory Committees in Action, Cochran & Cochran, 1980 (\$16.76), (#2366614).  
Allyn and Bacon Publishers  
Longwood Division  
470 Atlantic Avenue  
Boston, MA 02210
4. James W. Fitzpatrick, Executive Director  
Montana Council on Vocational Education  
Executive Management Building  
1228 11th Avenue  
Helena, Montana 59620  
Phone: (406) 444-2964
5. Vocational Education Local Advisory Council Handbook, 1986.  
James W. Fitzpatrick, Executive Director  
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1228 11th Avenue  
Helena, Montana 59620  
Phone: (406) 444-2964



PART III: SPECIFIC REQUIREMENTS OF VOCATIONAL PROGRAMS:  
Administrative Rules of Montana\*

A. CRITERIA FOR THE APPROVAL OF SECONDARY AGRICULTURE EDUCATION PROJECT APPLICATIONS

1. SCOPE

Vocational education in agriculture/agribusiness/FFA (Vo-Ag) at the secondary level is an instructional program designed for boys and girls in grades 9-12 who wish to develop agricultural occupation competencies and to meet the employment demands for persons with agricultural/agribusiness skills. The major vocational agriculture/agribusiness/FFA program objectives are as follows:

- a. to develop agricultural competencies needed by individuals preparing to engage in agricultural production occupations
- b. to develop competencies needed by individuals preparing to engage in agricultural business related occupations
- c. to develop an awareness of career opportunities for men and women in agriculture/agribusiness and the preparation needed to enter and progress in agricultural occupations
- d. to develop those abilities in human relations, leadership, responsibility, citizenship, and cooperation essential in agricultural occupations
- e. to develop the ability to secure satisfactory placement (employment, entrepreneurship, or postsecondary training) and progress in agricultural occupations.

2. OCCUPATIONS TO BE SERVED

Vocational agriculture/agribusiness/FFA programs prepare students for entry into the following broad occupational categories. The Classification of Instructional Program (CIP) codes for agriculture education programs are:

- a. Agricultural Production (01.0301)--Livestock and crop production on family and commercial farms or ranches. (Example 01.0301 occupations: farmer, rancher, hatchery, farm or feedlot worker.)
- b. Agricultural Mechanics (01.0201)--Operating, marketing and servicing of agricultural power machinery and related equipment. (Example 01.0201 occupational areas: farm machinery assembly, adjustment, maintenance and repair; farm structures design and construction; farm convenience devices design, construction, maintenance, and repair.)

\*All portions capitalized in bold print are derived from the Administrative Rules of Montana and are requirements.

- c. Forestry General (03.0401)--Management of trees grown as a crop including protection, logging, utilization of forestry by-products, and recreation. (Example 03.0401 occupational areas: forester, saw mill operator, Christmas tree grower, park employee.)

### 3. PROGRAM REQUIREMENTS

#### a. General Requirements

##### 1) Content

The curriculum at the 9th and 10th grade levels should be designed to provide a basic background in agriculture/agribusiness/FFA necessary for in-depth study at the 11th and 12th grades.

In order to ensure a general background at the 9th and 10th grade, it is recommended that the Two-Year Core Curriculum for Agricultural Education in Montana be followed. A copy may be obtained from the Vocational Agriculture Education Specialist, Office of Public Instruction, State Capitol, Helena, MT 59620.

The following curriculum model portrays the content of the courses at three levels of instruction:

Montana's Curriculum Model for the  
High School Vocational Agricultural Program

<u>Two-Year Core Curriculum</u> (Grades 9-10)	<u>Specialized Programs</u> (Grades 11-12)	<u>Post High School Vocational-Technical</u>
Animal Science	Agricultural Production	Agricultural Prod. & Management
Plant & Soil Science	Agricultural Sales & Service (Agribusiness)	Agricultural Business
Agricultural Mechanization	Agricultural Mechanization	Agricultural Mechanization
Leadership Development (FFA)	Forestry	Horticulture
Supervised Occupational Experience Program	Horticulture	Forestry  Agricultural Products
Careers		

In addition to regular instructional activities, ALL VOCATIONAL STUDENTS ENROLLED IN VOCATIONAL AGRICULTURE CLASSES (9-12) ARE REQUIRED TO PLAN AND CONDUCT A SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAM UNDER THE DIRECT SUPERVISION OF A VOCATIONAL AGRICULTURE TEACHER.

Supervised occupational experiences should be in line with the student's occupational objective, of high quality and sufficient duration so that at the completion of the program, the student should have the competencies needed for job entry or for more advanced training. This supervised experience can be obtained through entrepreneurship or as an employee on a farm or ranch, ag-related business, and/or laboratory within the school, or utilizing a cooperative approach. If cooperative method is used, refer to Cooperative Education section.

It is recommended that travel funds be provided by the district in addition to the instructor's salary in order that the teacher may supervise and coordinate the occupational experience phase of the program.

2) Scheduling

THE DURATION OF PROGRAMS SHALL BE TWO OR MORE YEARS, WITH FOUR YEARS RECOMMENDED.



During the regular school year, the weekly duration of vocational agriculture courses shall correspond with the Standards for Accreditation of Montana Schools. CLASSES SHALL MEET A MINIMUM OF 250 MINUTES PER WEEK. However, longer blocks of time are encouraged at the 11th and 12th grade levels.

b. Facilities, Equipment and Resources

The local school district is expected to provide and maintain adequate classroom, shop, laboratory, storage, tools, equipment, and teaching aids necessary to enable students to meet their occupational objectives.

In a specialized program additional facilities will be necessary. For example a large greenhouse will be needed for a horticulture program.

Facilities and equipment must meet all current state and federal health and safety regulations.

The equipment should replicate as nearly as possible that found in the occupations for which training is provided.

The following chart may serve as a guide for planning new facilities or assessing the adequacy of existing facilities.

Minimum Square Footage Recommended

<u>Area</u>	<u>1 Teacher</u>	<u>2 Teachers</u>
Office	120	180-240
Classroom	840	840
Classroom Storage	120	60/additional teacher
Shop Storage	320	480
Mechanics Laboratory	3,800	4,200

c. Future Farmers of America (FFA)

FFA MUST BE CONDUCTED AS PART OF THE PROGRAM, SERVING AS AN ACTIVITY. THE TEACHER OF VOCATIONAL AGRICULTURE SHALL SERVE AS AN ADVISOR TO THE LOCAL FFA CHAPTER. ALL PROGRAMS OF SECONDARY VOCATIONAL AGRICULTURE/AGRIBUSINESS MUST MAINTAIN A LOCAL FFA CHAPTER IN GOOD STANDING WITH THE STATE AND NATIONAL FFA ORGANIZATIONS.

d. Teacher Certification and Qualification

INSTRUCTOR(S) OF APPROVED VOCATIONAL AGRICULTURE/AGRIBUSINESS PROGRAMS SHALL HOLD A MONTANA CLASS 1, 2 OR 5 TEACHING CERTIFICATE WITH ENDORSEMENT IN AGRICULTURE (61). FOR INITIAL CERTIFICATION, THE INSTRUCTOR MUST ALSO HAVE ONE YEAR OF AGRICULTURE OCCUPATIONAL EXPERIENCE WITHIN THE LAST FIVE YEARS.

The above requirements are generally satisfied with a bachelor's degree in agriculture education and one year's occupational experience.

Questions concerning certification should be directed to the Division of Certification, Office of Public Instruction, State Capitol, Helena, MT 59620.

e. Length of Vocational Agriculture Program

VOCATIONAL AGRICULTURE/AGRIBUSINESS INSTRUCTORS SHALL BE EMPLOYED FOR A MINIMUM OF 10½ MONTHS. In order to receive state funding as an approved program, the portion of the program conducted during the summer shall allow at least four weeks at the end of the school year and two weeks before the start of the following school year. ALL PORTIONS OF A VOCATIONAL AGRICULTURE PROGRAM MUST BE SUPERVISED BY A CERTIFIED VOCATIONAL AGRICULTURE EDUCATION TEACHER.

Due to the seasonal nature of agriculture/agribusiness it is recognized that many of the related experiences necessary for adequate training of the students occur during the summer months; therefore, the need for an 11- or 12-month program (contract) cannot be overemphasized.

The primary purpose of supervised occupational experience is to develop competencies needed in agricultural occupations. Supervised occupational experience is an integral part of the vocational agriculture instructional program that allows students to become involved in tasks performed by people in agricultural occupations.

Vocational agriculture teachers during extended employment assist students in reaching their educational objectives to:

- 1) locate training stations which will provide experiences closely related to students' occupational objectives
- 2) develop training plans and training agreements in cooperation with employers and student's parents
- 3) make periodic visitations to observe, instruct, and evaluate student progress
- 4) conduct conferences with prospective students and their parents
- 5) instruct and supervise students with summer activities such as fairs, judging events, and leadership training
- 6) supervise FFA meetings and FFA activities
- 7) assist students with agricultural related independent study
- 8) meet with local advisory committee to review program activities and curriculum
- 9) follow-up and assist graduates of the vocational agriculture program.

In order to ensure a high quality occupational experience program for vocational agriculture students, the following procedures are recommended:

- 1) The instructor should develop a summer plan listing activities planned and the time allotment for each.
- 2) The instructor should review the summer plan with the school administration and make any necessary adjustments. Leave a copy with the school administrator and submit a copy to the Office of Public Instruction.

- 3) The instructor should make periodic progress reports to the school administration.
- 4) A log of the instructor's summer activities may also be beneficial in providing information to the local school board.

f. Student/Teacher Ratio

Maintaining a reasonable student/teacher ratio helps to ensure high quality vocational agriculture instruction. Vocational agriculture students "learn by doing" in laboratory or shop; therefore, a higher than usual teacher level of supervision of student activity is required.

STUDENT/TEACHER RATIO SHALL NOT EXCEED 60 TO 1 WITH A MAXIMUM OF 20 PER CLASS.

g. Sex Equity Requirements

Refer to REQUIREMENTS: Sex Equity in Vocational Education.

h. Special Needs

Refer to Special Vocational Needs Programs.

B. CRITERIA FOR THE APPROVAL OF SECONDARY BUSINESS AND OFFICE EDUCATION PROGRAMS

1. PURPOSE AND SCOPE

The business and office program is designed to prepare students for entry level employment in office occupations (i.e., secretarial, clerical, receptionist, accounting, and other positions). This field offers challenging and rewarding career opportunities to both men and women.

To be vocationally approved, the business and office education program must be designed to prepare students for employment in a business occupation for which employment opportunities exist or are anticipated.

2. OCUPATIONS TO BE SERVED

Classification of Instructional Program codes for business and office education are as follows:

07.0701--Clerical General Office/Related Program, General (Integrated Office Course without Shorthand)

07.0601--Secretarial and Related Programs (Integrated Office Course with Shorthand)

These CIP codes are used to refer to all the courses that lead to the integrated office course and comprise a given business and office program.

\*All portions capitalized in bold print are derived from the Administrative Rules of Montana and are requirements.



### 3. PROGRAM REQUIREMENTS

#### a. General

Basic business courses are recommended for all business and office programs, although they will not be funded. Such courses are: general or introduction to business courses, business law courses, business communication courses, recordkeeping courses, consumer information and education courses.

Typing I, Beginning Typing and/or Personal Typing and/or Keyboarding courses that are designed to develop personal typing and keyboarding skills are required for program approval but will not be funded. A keyboarding course that is required at a level prior to high school may meet this requirement, depending on the course content and the qualifications of the teacher.

The courses in an approved business and office program must be offered in a sequential manner and be designed to prepare students for employment and/or further education. Courses that will be considered for funding in an approved vocational business and office program are: accounting courses, shorthand courses, typing courses (that go beyond the introductory/personal level), business and/or office machine courses, data processing courses (if the student has a minimum of 15 hours of hands-on experience), the integrated office course (clerical office practice, secretarial office practice, simulated/model office), word/information processing courses, computer business applications and cooperative work experience. These courses should be developed with reference to the Montana Business and Office Education Curriculum Guidelines available by contacting the Office of Public Instruction.

To qualify as an approved business and office program, the integrated office course must be offered.

#### b. Organization and Content

- 1) Approval of program units for funding will be based on the amount of class time spent in the integrated skills course, the instructor's vocational approval, the use of the advisory committee, a vocational student organization, and other criteria in these guidelines. THE OVERALL BUSINESS PROGRAM MUST INCLUDE A SERIES OF COURSES FROM BASIC TO ADVANCED, WHICH BEGINS WITH SUCH COURSES AS TYPING, ACCOUNTING, SHORTHAND, BASIC BUSINESS AND POSSIBLY BUSINESS MACHINES OR OTHER RELATED COURSES. THIS SERIES MUST LEAD TO THE INTEGRATED SKILLS COURSES OF CLERICAL OFFICE PRACTICE, SECRETARIAL OFFICE PRACTICE, AND SIMULATED/MODEL OFFICE.

- 2) Brief Course Guidelines

Keyboarding, Beginning Typing, and/or Personal Typing courses which provide the students an opportunity to develop proper techniques in using a conventional keyboard, and to develop personal skills relating to typing tasks, may be approvable. (This type of course is not funded.)

Advanced Typing, Intermediate Typing, Typing II, and/or Typing III, Keyboarding or Advanced Keyboarding courses which are designed to provide the students an opportunity to develop their personal skills into vocational or employable level skills may be approvable.

Accounting courses which prepare students for entry-level employment in the bookkeeping/accounting field and present the bookkeeping cycle in complete form and with subsidiary ledgers, special journals, automated accounting and applications (this entry level may be under direct supervision with limited responsibility) may be approvable.

Shorthand courses that prepare students for employment with an appropriate note taking and transcription skill (this skill should address both speed and accuracy) may be approvable.

Business and/or Office Machines courses which are designed to provide students the opportunity to develop vocational/employable skills on various machines used in business and office related activities may be considered for approval.

Data Processing and Word Processing courses which are designed to prepare students for employment and that allow students a minimum of 15 hours of hands-on time with the equipment may be considered for approval.

- 3) Instruction in the integrated skills course should include the following units: office functions, records management (electronic and traditional), office management and safety, communications (including listening), basic language arts skills, production typewriting, machine transcription, receptionist, telephone training, mail and messenger service, electronic mail, telecommunications, applied office math, business machines including introduction to reprographics and electronic applications, human relations training, word/information processing concepts and techniques, job search techniques, computer training and literacy, networking and office systems. The integrated skills course and all business and office education courses should be designed to prepare students to meet the changing demands of the business world, especially as it responds to the changing technology.
- 4) A recommended method of providing practical, realistic work experience is either through cooperative education or a simulated/model office which can offer the student a realistic simulated work experience.

c. Facilities, Equipment

The type and amount of equipment needed by the business and office education department for classroom and laboratory activities varies with the program objectives, size of class and variety of courses offered. The equipment must be representative

of what is being used by industry, and examples of what industry is working toward using should be available. Desks should be arranged in an office layout and equipment should include reprographics equipment, transcription equipment, calculators, filing cabinets, tape recorders, word processing equipment, computers, and audiovisual equipment as is necessary for classroom teaching techniques. All facilities must be adequate for the number of students involved. Desks and chairs should be adjustable to meet student needs and requirements. The facility and equipment should be arranged to emphasize safety and efficiency.

d. Vocational Student Organization

The vocational business and office student organization, Office Education Association (OEA), gives the student an additional opportunity to explore occupations in depth and to develop his/her fullest potential in citizenship, leadership, character and civic responsibilities. Therefore, OEA is recognized as an integral, functional part of the total vocational business education program. No program should be considered complete without the OEA student organization.

e. Instructor Qualifications

THE INSTRUCTOR SHALL HAVE A BACHELOR'S DEGREE IN BUSINESS AND OFFICE EDUCATION AND SHALL HAVE EARNED A MINIMUM OF FIFTEEN QUARTER CREDITS IN THE AREAS OF PHILOSOPHY OF VOCATIONAL EDUCATION, ADMINISTRATION OF VOCATIONAL EDUCATION, CURRICULUM CONSTRUCTION OF VOCATIONAL EDUCATION COOPERATIVE PRACTICES, AND PROCEDURES/METHODS COURSES IN THE AREA OF CERTIFICATION.

THE INSTRUCTOR SHALL HAVE AT LEAST 2,000 HOURS WORK EXPERIENCE IN THE OCCUPATION OR COMBINATION OF OCCUPATIONS RELATED TO A SPECIFIED FIELD IN WHICH THAT PERSON IS TO TEACH.

f. Class Size

Business and office education program class size should be determined by several factors. Some are:

- 1) safety
- 2) facility and space
- 3) supervision and instruction needs
- 4) equipment
- 5) type of work being done
- 6) supplies, resources, materials, etc.

Vocational business and office education classes should be designed to accommodate a maximum of 20 students.



g. Time

A weekly duration of business and office education courses shall correspond with rule 402.3 of Standards for Accreditation of Montana Schools, which REQUIRES 250 MINUTES PER WEEK FOR LAB COURSES. A TWO-HOUR BLOCK OF TIME FOR THE INTEGRATED SKILLS COURSE IS ENCOURAGED.

h. Sex Equity Requirements

Refer to REQUIREMENTS: Sex Equity in Vocational Education.

i. Cooperative Education

Refer to Cooperative Vocational Education Programs.

j. Special Needs

Refer to Special Vocational Needs Programs.

C. CRITERIA FOR THE APPROVAL OF SECONDARY MARKETING/DISTRIBUTIVE EDUCATION PROJECT APPLICATIONS

1. SCOPE

Marketing and distributive education programs are designed to prepare students for employment in wholesale or retail product distribution businesses. Successful careers in these businesses may require skills in entrepreneurship, product development, marketing, distribution, quality control, business accounting, merchandising, and personnel management.

2. OCCUPATIONS TO BE SERVED

The Classification of Instructional Program code for secondary marketing and distributive education programs in Montana is 08.0799--General Marketing, Other.

3. PROGRAM REQUIREMENTS

a. General

Basic business and office courses with content related to marketing and merchandising occupations are recommended for all marketing and distributive education programs, although these recommended courses will not be funded. These recommended courses may include classes on general business, business law, business communications, recordkeeping, consumer education, business accounting, business or office machines and automated data processing equipment, and integrated office occupations.

The general requirements of secondary vocational education programs contained in 10.44.201 apply to marketing and distributive education programs.



b. Organization and Content

- 1) STUDENTS IN A MARKETING/DISTRIBUTIVE EDUCATION PROGRAM MUST ATTEND SCHOOL FOR A PORTION OF EACH SCHOOL DAY AND MAY BE RELEASED A PORTION FOR COOPERATIVE EDUCATION ON-THE-JOB TRAINING.
- 2) ALL APPROVED MARKETING/DISTRIBUTIVE EDUCATION PROGRAMS MUST MEET THE VOCATIONAL COOPERATIVE EDUCATION PROGRAM REQUIREMENTS.
- 3) THE MARKETING/DISTRIBUTIVE EDUCATION STUDENT WILL RECEIVE CREDIT FOR CLASSROOM INSTRUCTION AND CREDIT FOR ON-THE-JOB TRAINING.
- 4) PROGRAMS MAY BE DESIGNED TO PREPARE STUDENTS IN GRADES 10-12 FOR CAREERS IN MARKETING AND DISTRIBUTION OF GOODS.

c. Facilities and Equipment

THE MARKETING/DISTRIBUTIVE EDUCATION CLASSROOM SHALL BE DESIGNED AND EQUIPPED TO FACILITATE THE TEACHING AND PRACTICE OF OCCUPATIONALLY RELEVANT CAPABILITIES AND COMPETENCIES.

d. Vocational Student Organization

1. Distributive Education Clubs of America (DECA) is the vocational organization serving the interests of students planning careers in marketing and merchandising. Participation in DECA chapter activities provides students with opportunities to develop leadership abilities, high ethical standards in personal and business relationships, and a greater appreciation of citizenship responsibilities. ALL MARKETING/DISTRIBUTIVE EDUCATION PROGRAMS MUST MAINTAIN AND OPERATE A LOCAL DECA CHAPTER IN GOOD STANDING WITH THE STATE AND NATIONAL DECA ORGANIZATION.
2. The activities of DECA chapters contribute significantly to the purposes of marketing and distributive education programs. ACTIVITIES OF THE LOCAL DECA CHAPTER SHALL BE CONDUCTED AS AN INTEGRAL PART OF THE MARKETING/DISTRIBUTIVE EDUCATION PROGRAM.

e. Teacher Certification and Qualifications

- 1) A MARKETING/DISTRIBUTIVE EDUCATION TEACHER COORDINATOR MUST HAVE COMPLETED 15 QUARTER CREDITS OF COURSE WORK IN THE AREAS OF PRINCIPLES AND/OR PHILOSOPHY OF VOCATIONAL-TECHNICAL EDUCATION, CURRICULUM CONSTRUCTION IN VOCATIONAL-TECHNICAL EDUCATION OR JOB ANALYSIS, INSTRUCTIONAL MATERIALS AND DEVICES IN VOCATIONAL-TECHNICAL EDUCATION, TEACHING METHODS-- VOCATIONAL-TECHNICAL SUBJECTS, VOCATIONAL-TECHNICAL ORGANIZATION AND MANAGEMENT, VOCATIONAL GUIDANCE.

\*All portions capitalized in bold print are derived from the Administrative Rules of Montana and are requirements.

- 2) INSTRUCTORS SHALL BE OCCUPATIONALLY COMPETENT AND CERTIFIED IN ACCORDANCE WITH THE BOARD OF PUBLIC EDUCATION REQUIREMENTS.
- 3) INSTRUCTORS SHALL HAVE 2,000 HOURS RECENT WORK EXPERIENCE IN THE OCCUPATION OR COMBINATION OF OCCUPATIONS RELATED TO THE AREA OF MARKETING AND DISTRIBUTION.

f. Class Size

The marketing and distributive education classes should not exceed 30 students.

7. Time Requirements

A MARKETING/DISTRIBUTIVE EDUCATION LABORATORY CLASS SHALL MEET FOR 250 MINUTES PER WEEK AS DEFINED IN THE STANDARDS FOR AC-CREDITATION OF MONTANA SCHOOLS.

h. Sex Equity Requirements

Refer to REQUIREMENTS: Sex Equity in Vocational Education.

i. Special Needs

Refer to Special Vocational Needs program requirements.

D. CRITERIA FOR THE APPROVAL OF HEALTH OCCUPATIONS EDUCATION PROJECT APPLICATIONS

1. PURPOSE AND SCOPE

A secondary program shall be designed to provide for continuing education in the supportive services or exploration programs encompassing occupations in the total health care area.

A postsecondary program shall be designed to provide the skills, technical knowledge and related information necessary for successful employment of men and women in the health occupations which provide supportive services to the health professions.

2. OCCUPATIONS TO BE SERVED

The Classification of Instructional Program code for health occupations education programs is:

17.9999 Allied Health

3. PROGRAM REQUIREMENTS

a. General Requirements

A secondary health occupations program may provide training skills required of entry-level workers for a specific occupation or for a cluster of related occupations. Laboratory experience and clinical training shall be an integral part of the program. Special consideration should be given to developing programs on a core curriculum basis which includes an integrated foundation of learning requisite for the education of supportive health personnel.

An exploratory health occupation program may be developed to include knowledge of all occupations encompassed in the health care area which will provide a firm basis for decision making for the student. Generalized entry-level skill training common to several of the supportive health occupations may be included in this program.

b. Organization and Content

Programs in health occupations shall be of sufficient duration to provide students with skills and knowledges required at the job-entry level. The ladder concept to health occupation education will be encouraged where appropriate. An exploratory health occupations course, covering the broad range of health-related occupations, should be offered on at least a semester basis to acquaint students with occupational opportunities within the health care area.

c. Facilities, Equipment, and Resources

1) Space

There should be appropriate working stations in each class for each student, with adequate space to work without crowding or interference.

2) Equipment

Adequate equipment should be provided which is of the type students will be using in the actual work situation.

3) Maintenance

All equipment should be maintained in good working condition; therefore, provisions must be made for prompt repair or replacement, when necessary.

4) Teaching materials

Teaching materials should be constantly updated to reflect the technological advances within health care and education.

d. Student Organization

Activities of the vocational student organization Vocational Industrial Clubs of America (VICA) are designed for students in health occupations education. The VICA program should be integrated into the total program of instruction in health care fields.

e. Instructor Qualifications

INSTRUCTORS SHALL HOLD A CLASS 4 TEACHING CERTIFICATE ENDORSED IN HEALTH OCCUPATIONS.

f. Class Size

THE MAXIMUM CLASS SIZE SHALL BE 25 STUDENTS FOR EXPLORATORY CLASSES AND 20 STUDENTS IN CLASSES FOR SPECIFIC SKILL TRAINING. NURSE AIDE PROGRAMS INVOLVING SUPERVISED CLINICAL EXPERIENCES SHALL NOT ACCOMMODATE MORE THAN 15 STUDENTS PER CLASS.

g. Time

SECONDARY PROGRAMS SHALL PROVIDE TWO CONSECUTIVE CLASS PERIODS DAILY FOR ONE OR TWO YEARS IF SPECIFIC SKILL TRAINING IS INVOLVED IN THE PROGRAM.

The recommended schedule for exploratory programs for secondary schools will be to provide one class period daily for one or two semesters. These and other short-term courses may be offered to meet identified needs of students, but to be approved must be part of an overall program which includes the class with a two-period block.

h. Sex Equity

Refer to REQUIREMENTS: Sex Equity in Vocational Education.

i. Cooperative Education

Refer to Cooperative Vocational Education Programs.

j. Special Needs

Refer to Special Vocational Needs Programs.

E. CRITERIA FOR THE APPROVAL OF SECONDARY TRADE AND INDUSTRIAL EDUCATION PROJECT APPLICATIONS

1. SCOPE

TRADE AND INDUSTRIAL EDUCATION PROGRAMS IN MONTANA SECONDARY SCHOOLS MUST BE DESIGNED TO PREPARE PERSONS IN GRADE 11 AND 12 TO ENTER INTO OCCUPATIONS IN INDUSTRIAL TRADE OR SERVICE. Skill attainment at completion of program provides graduates the minimum competencies for entry level employment in a chosen occupation. However, to advance in the occupation, they should expect to continue training on the job, and/or in supplementary training while employed, or by enrolling in postsecondary vocational education. Secondary programs provide instruction in all aspects of each particular field, but usually not in the same depth as postsecondary programs which enroll students for two or three times as many hours of instruction. Some secondary programs deal with skills and knowledge related to a group of occupations rather than a specific occupation.



Included in instruction are activities to develop manipulative skills, technical knowledge, and related information such as job attitude, safety practices, trade judgment, and personal traits that are needed for successful employment.

## 2. OCCUPATIONS TO BE SERVED

Trade and industrial education at the secondary level may be offered for the following job titles listed according to Classification of Instructional Program code.

47.0603-- <u>Automotive Body Repair</u>	48.0501-- <u>Precision Metalworking</u>
47.0604-- <u>Automotive Mechanics</u>	48.0508-- <u>Welding</u>
46.0201-- <u>Carpentry</u>	47.0606-- <u>Small Engine Repair</u>
47.0101-- <u>Electrical/Electronics</u>	48.0999-- <u>Industrial Cooperative</u>
<u>Equipment Repair, General</u>	<u>Training</u>
48.0101-- <u>Drafting/General</u>	09.0701-- <u>Radio/Television</u>
48.0201-- <u>Graphic and Printing</u>	<u>Broadcasting</u>
<u>Communications</u>	

## 3. PROGRAM REQUIREMENTS

### a. General Requirements

THE PROGRAM SHALL CONSIST OF A SEQUENCE OF COURSES THAT PROVIDES A MINIMUM OF 540 CLASS PERIODS OF INSTRUCTIONAL ACTIVITIES BEYOND THE INTRODUCTORY LEVEL.

When properly organized, industrial education includes a progression of activities which give students the initial awareness, orientation, and exploration of industry and, finally, specialization and preparation leading to employability.

Industrial education includes both prevocational and vocational programs. Because of individual rates at which students master competencies, a properly designed industrial education program should not be highly structured according to grade level. However, to give direction and lend consistency to the industrial education programs that exist in Montana, trade and industrial programs will only be funded<sup>1</sup> at grades 11 and 12. However, a prerequisite industrial arts<sup>1</sup> program or other prevocational course(s) must precede the trade and industrial program to allow students to explore several skill areas without commitment to a specific vocation. Sufficient counseling and guidance, career information, and exploration shall be provided all male and female students so that when they enroll in a trade and industrial program they can be considered committed to a chosen career area. Without these important features, programs may become filled with students who will not properly benefit from the training because they do not desire to enter the trade. Others with vocational goals may be denied enrollment as a result.

<sup>1</sup> Certain industrial arts programs may be eligible for funding. See Industrial Arts Criteria.

b. Organization and Content

Secondary trade and industrial programs must be of sufficient duration to provide a realistic attempt to develop the employment skills necessary to enter the occupation at the minimum level described above.

The program usually includes both basic and advanced courses, each offered a full year. Two periods per day for grade 11 and three periods per day for grade 12 are recommended. MINIMUM FOR APPROVAL IS A SEQUENCE OF COURSES THAT PROVIDE 540 CLASS PERIODS OF INSTRUCTIONAL ACTIVITY BEYOND THE INTRODUCTORY LEVEL. A PERIOD MUST MEET TIME REQUIREMENTS OF ACCREDITATION STANDARDS FOR COURSES INVOLVING LAB WORK WHICH MUST MEET 250 MINUTES PER WEEK. SCHOOLS WITH MODULAR SCHEDULES MUST ARRANGE SUITABLE COMBINATIONS TO PROVIDE AN EQUAL AMOUNT OF TIME.

Prior to the two-year trade and industrial program, provision should be made for students to explore a variety of fields so that they are able to make more meaningful choices for advanced training. Contained in the exploratory course(s) should be occupational information and awareness of what will be involved in further study.

Programs in trade, industrial, and technical education should be designed in accordance with the standards of the occupation, in order that an individual may enter and advance within the occupation.

Content of all programs should be derived from an occupational analysis of the trade or occupation in which the training is to be offered. The subject matter identified through the analysis should be organized into instructional units and written courses of study.

PROGRAM OBJECTIVES ARE TO BE WRITTEN IN A MEASURABLE PERFORMANCE OR BEHAVIORAL MANNER, AND MUST IDENTIFY SPECIFIC STUDENT OUTCOMES AND COMPETENCIES TO BE MASTERED. Individualized instruction should be an integral part of the curriculum.

Content of program should allow flexibility in accordance with an ever-changing industrial society and technological advancements.

A PLANNED APPROACH TO DEVELOPING STUDENTS' PERSONAL ATTRIBUTES THAT LEAD TO JOB SUCCESS MUST BE PART OF THE INSTRUCTION PROGRAM. This can be done by organized instructional units and activities and/or by utilizing VICA programs as an integral part of instruction.

Courses may be offered which are specific to common trades such as building construction, automotive, graphic arts, and welding, or in subjects such as metal working and industrial mechanics, that may be applied to a group of occupations.

c. Facilities, Equipment and Resources

1) Space

There must be provided sufficient space for the organization of the laboratory or shop in a manner consistent with the methods and techniques used by modern industry or the trade as well as sound educational and safety practices. Space requirements for new program facilities shall be designed accordingly. Specific square footage requirements are not listed due to the many variables that affect planning. The following factors need to be considered in designing facilities:

- a) number of students to be accommodated
- b) equipment provided
- c) work stations provided
- d) the need for ensuring student and instructor safety
- e) the need for providing comfort and sanitation
- f) the need for providing adequate storage facilities
- g) the need for meeting building safety codes
- h) recognized standards of the trade, industrial or technical program being organized
- i) the need for accommodating both male and female students and those with special needs

2) Equipment

Provision shall be made:

- a) to have equipment available which will be comparable to that used in the occupation or trade being taught
- b) to maintain equipment in good, usable condition
- c) to have an adequate annual budget for the repair of equipment, for the replacement of equipment which becomes obsolete or worn, and for purchase of new types of equipment needed to keep instruction current.

3) Teaching Materials

Provision shall be made to ensure that an adequate supply of materials is available not only for the manipulative activities, but also for the necessary related technical instruction. These materials include, but are not limited to:

- a) consumable pupil supplies
- b) consumable teacher supplies
- c) programmed instructional materials
- d) text and reference books
- e) audiovisual and other teaching aids
- f) mockups and components.

d. Vocational Industrial Clubs of America (VICA)

1) Rationale

The purpose of the instructional program of trade and industrial education is to give the student necessary occupational skills to enter the labor market. Employers voice concern that these skills must include certain personal traits as well as manipulative skills and knowledge. VICA programs give the student an opportunity to develop full potential in self-development, citizenship, leadership and



character. This can be accomplished when the VICA program is conducted as a fully functional, integral part of the vocational education program.

In addition to strengthening the instructional program, involving students in VICA activities helps them strive for personal development. This is accomplished through student initiated civic, educational, professional, and social activities supervised by the trade and industrial instructor and administered by public school officials. VICA activities also foster respect for the dignity of work, promote high standards of trade ethics, workmanship, scholarship, and safety, and develop patriotism through the practice of democracy.

2) Program Standard

Since an actively functioning vocational student organization is a key element of quality, the trade and industrial program should not be considered complete without integration of VICA activities.

e. Teacher Certification and Qualification (see appendix I)

INSTRUCTORS OF SECONDARY TRADE AND INDUSTRIAL EDUCATION MUST MEET A FIVE-YEAR (10,000 HOURS) OBLIGATION WHICH SHOULD ENSURE A STRONG TRADE BACKGROUND. This may be satisfied by sufficient work experience augmented by educational course work or by a combination of work experience and college preparation.

SECONDARY TRADE AND INDUSTRIAL INSTRUCTORS SHALL HAVE COMPLETED RECENT WORK EXPERIENCE DIRECTLY RELATED TO THE OCCUPATIONAL AREA BEING TAUGHT. THE FOLLOWING MINIMUMS APPLY:

A GRADUATE WITH A TEACHING DEGREE IN TRADE AND INDUSTRIAL EDUCATION MUST HAVE ONE YEAR (2,000 HOURS) EXPERIENCE AND HOLD A CLASS 2 CERTIFICATE ENDORSED IN THE APPROPRIATE TRADE AND INDUSTRIAL FIELD (CODE 65).

A NON-DEGREE PERSON OR ONE WITH A DEGREE IN ANOTHER FIELD MUST HAVE FIVE YEARS (10,000 HOURS) EXPERIENCE AND HOLD THE CLASS 4 TEACHING CERTIFICATE.

A person not meeting these requirements may receive credit for other educational and practical experience. This will be evaluated on an individual basis by the Division of Certification, Office of Public Instruction, in cooperation with the specialist for trade and industrial education. In some cases work experience credit may be allowed for successful completion of an approved trade competency exam or other background contributing to trade competency.



TO TEACH IN AN APPROVED TRADE AND INDUSTRIAL EDUCATION PROGRAM, VOCATIONAL EDUCATION PROFESSIONAL COURSE WORK IS REQUIRED WHICH MAY BE EARNED BY COMPLETING 15 QUARTER CREDITS OF COURSE WORK IN THE FOLLOWING SUBJECTS OR PRIOR-APPROVED ALTERNATES:

JOB ANALYSIS/CURRICULUM CONSTRUCTION IN VOCATIONAL EDUCATION  
 PRINCIPLES AND/OR PHILOSOPHY OF VOCATIONAL EDUCATION  
 TEACHING METHODS IN VOCATIONAL EDUCATION (SPECIFIC TO AREA BEING TAUGHT)  
 INSTRUCTIONAL MATERIALS AND SERVICES  
 VOCATIONAL-TECHNICAL ORGANIZATION AND MANAGEMENT  
 GUIDANCE

Instructors should be professionally involved in order to keep current with trends in education and industry and further should stress by example the building of high professional ideals in students.

f. Class Size

Determination of maximum class size for trade and industrial programs must consider the following:

- 1) type of work being done
- 2) type of equipment being used
- 3) ease of supervision in the facility
- 4) safety factors
- 5) available space
- 6) need for individual student instruction
- 7) available resources, supplies, materials, etc.

Listed below are quality standards for class size and the generally accepted maximum allowable class size:

<u>Program</u>	<u>Quality Standard</u>	<u>Generally Accepted Maximums*</u>
Appliance Repair	16	20
Auto Body	15	18
Auto Mechanics	15	18
Carpentry	14	16
Electricity/Electronics	16	20
Drafting (General & Machine)	18	22
Architectural Drafting	15	18
Graphic Arts	16	20
Metal Working	15	18
Welding	15	18
Small Engine Repair	18	20

\*Deficiencies in some programs may dictate a smaller class size. Larger classes may be possible where aides or automated teaching systems are used and other factors exist which ensure that the larger number does not hinder the success of the program.

g. Sex Equity Requirements

Refer to REQUIREMENTS: Sex Equity in Vocational Education.

h. Cooperative Education

To bridge the gap between education and employment, it is recommended that a cooperative training experience culminate the trade and industrial program. Students in the co-op program will receive related classroom instruction in school and spend part of the school day on the job. (Refer to Cooperative Vocational Education Programs.)

i. Special Needs

Refer to Special Vocational Needs Programs.

j. Other Program Recommendations: Extended Contract, Vocational Student Organization Stipend

A contract of ten to twenty working days beyond the regular teaching contract is recommended for the trade and industrial instructor for the purpose of equipment maintenance, curriculum development, shop organization, and other tasks which stem from the diversity of the trade and industrial programs. This work could be done before, after, or during the school year, or any suitable combination thereof. An alternative is to regularly schedule extra free time for these purposes. It is further recommended that VICA advisors be compensated for the additional duties that may result from conducting an active student organization.

F. CRITERIA FOR THE APPROVAL OF SECONDARY WAGE EARNING HOME ECONOMICS EDUCATION PROJECT APPLICATIONS

1. SCOPE

Wage earning home economics programs are designed to prepare individuals for employment in occupations utilizing home economics skills and knowledge. Some of the occupations for which home economics education can contribute knowledge and skills are:

Food Service--employment in restaurants, cafeterias, hospitals, nursing homes, school cafeterias, fountain service, and catering.

Child Care Services--employment in a day care center, kindergarten, nursery school, Head Start.

Clothing Services--employment as a dressmaker, dressmaker assistant, alterationist, clothing maintenance worker, retail clothing and fabric sales person.

Home and Institutional Services--employment as a hospital aide, homemaker's assistant, motel-hotel aide.

## 2. OCCUPATIONS TO BE SERVED

Classification by Instructional Program codes applicable to wage earning home economics programs include:

- 20.0201-- Child Care and Guidance Management and Services
- 20.0301-- Clothing Apparel, and Textile Management, Production and Service, General
- 20.0401-- Food Production Management, Production and Service
- 20.0501-- Home Furnishings, Equipment and Service, General
- 20.0601-- Institutional and Home Management and Service
- 20.9999-- Vocational Home Economics Occupational, Other (includes HERO)

## 3. REQUIREMENTS

### a. General Requirements

- 1) ALL PROGRAMS OF HOME ECONOMICS FOR WAGE EARNING OCCUPATIONS SHALL BE DESIGNED TO MEET THE OBJECTIVE OF PREPARING INDIVIDUALS TO ENTER THE OCCUPATION.
- 2) CONTENT FOR ALL PROGRAMS SHALL BE DERIVED FROM AN OCCUPATIONAL ANALYSIS which identifies the job opportunities available, function of the job, responsibilities to be assumed by the workers, course content, criteria for evaluating qualifications of students as effective workers in a particular occupation, an understanding of job application, Social Security, unemployment compensation, and other laws affecting employees.

Wage earning home economics programs shall be open to any interested students, male or female. No specific courses will be prerequisites, although it is recommended that students have one or two credits in home economics. Students entering the clothing services cluster should have advanced skills in clothing construction.

### b. Organization and Content

Wage earning classes shall be offered for the length of time necessary to provide trainees with the necessary skills and knowledge required at the job entry level. A specific wage earning course, such as food service, may be offered, or a Home Economics Related Occupation (HERO) course may be offered. Work experience, simulated or real, shall be an integral part of the course of the program.

### c. Facilities, Equipment, and Resources

- 1) Space and equipment provided for the regular vocational consumer and homemaking program may also be adequate for the wage earning programs. (See Consumer Homemaking section for class size requirements.)
- 2) Additional equipment and storage will be determined by the needs of the program and number of students to be served.

d. Vocational Student Organization

- 1) The objective of Future Homemakers of America/HERO (Home Economics Related Occupations) is designed to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement.
- 2) The goals of FHA/HERO are the goals of home economics education made visible through activities. These activities, based on students' interest and community resources, develop leadership, management, decision-making and goal-setting skills.
- 3) Features of FHA/HERO include the following:
  - a) FHA/HERO is a vocational student organization functioning as an integral part of the home economics wage earning education curriculum that operates within the school system.
  - b) FHA/HERO provides opportunities at national, state, and local levels for student initiative and direction in planning and carrying out individual and chapter projects based on a philosophy of cooperation.
  - c) FHA/HERO emphasizes personal growth, stressing value clarification and decision making.
  - d) FHA/HERO realizes that all individuals have leadership potential and works to develop and recognize those capabilities.
  - e) FHA/HERO is the only youth organization with the family as its central focus.
- 4) Since an active and organized student organization is a quality indicator in a vocational program, the wage earning home economics program will be considered incomplete without the integration of Future Homemakers of America/HERO.

e. Instructor Certification and Qualifications

THE INSTRUCTOR OF WAGE EARNING PROGRAMS RELATED TO HOME ECONOMICS SHALL HAVE A BACHELOR'S DEGREE IN HOME ECONOMICS EDUCATION PLUS ONE YEAR OF EXPERIENCE IN DIRECTLY RELATED WORK.

f. Class Size (Wage Earning Home Economics Programs)

Each wage earning class must meet the consumer homemaking lab standards. In addition, each wage earning class should be limited to the following number of students per instructor:

<u>Ideal</u>	<u>Maximum</u>
20	25

Each wage earning cooperative class should meet the cooperative education standards. (See cooperative section, Part VI.)



g. Time

The minimum weekly duration of home economics wage earning courses shall correspond with Paragraph 402.3 of Standards for Accreditation of Montana Schools. THIS REQUIRES AT LEAST 250 MINUTES PER WEEK OF INSTRUCTION TIME. DEPENDING ON THE ACTIVITIES INTEGRATED INTO THE COURSE, LONGER TIME BLOCKS MAY BE DESIRABLE.

h. Sex Equity

Refer to REQUIREMENTS: Sex Equity in Vocational Education.

i. Cooperative Education

Refer to Cooperative Vocational Education Programs.

j. Special Needs

Refer to Special Vocational Needs Programs.

G. CRITERIA FOR THE APPROVAL OF SECONDARY CONSUMER AND HOMEMAKING EDUCATION PROJECT APPLICATIONS

1. SCOPE

Consumer and homemaking education refers to education designed to help male and female students improve home environments and the quality of personal and family life. A quality consumer and homemaking program must provide the opportunity to obtain competencies in each of the following: nutrition, food management, human development, child development, parenting, clothing and textiles, housing and living environments, energy and management of resources with emphasis on selection, use and care of goods, services and other consumer responsibilities.

The program shall be designed to:

- a. Encourage greater consideration of the social and cultural conditions and students with special needs, especially in depressed areas.
- b. Prepare male and female youth and adults for the occupation of homemaker or to contribute to their employability in the dual role of homemaker and wage earner.
- c. Include consumer education as an integral part of all subject areas of home economics.
- d. Encourage preparation for professional leadership in home economics.

## 2. OCCUPATIONS TO BE SERVED

Consumer and homemaking education programs include a variety of courses usually grouped under Classification by Instructional Program code number 20.0101-- Comprehensive Homemaking. Within a program, instruction may specifically relate to the following:

- |  |   |
|--|---|
| 20.0102-- <u>Child Development</u>     | 20.0108-- <u>Food and Nutrition</u>           |
| 20.0103-- <u>Clothing and Textiles</u> | 20.0109-- <u>Home Management</u>              |
| 20.0104-- <u>Consumer Education</u>    | 20.0110-- <u>Housing and Home Furnishings</u> |
| 20.0107-- <u>Family Relations</u>      | 20.0199-- <u>Other Consumer Homemaking</u>    |

## 3. REQUIREMENTS

### a. General Requirements

Educational programs in consumer homemaking consist of instructional programs, services, and activities for the occupation of homemaker. Classes should be designed based on the needs of the community and its members to meet current societal needs. It is recommended that the Montana Vocational Home Economics Curriculum be used as a guide in defining concepts and suggested learner outcomes appropriate for the program. A copy of this may be obtained from the Office of Public Instruction.

### b. Organization and Content

THE DURATION OF A PROGRAM SHALL BE NOT LESS THAN THREE YEARS, IN GRADES 9-12. OPTIONS FOR ORGANIZING A PROGRAM ARE:

- 1) A TWO-YEAR SEQUENTIAL PROGRAM PLUS A MINIMUM OF TWO SEMESTER COURSES AVAILABLE TO JUNIORS AND/OR SENIORS. NO PREREQUISITES SHALL BE REQUIRED FOR ENROLLMENT IN SEMESTER CLASSES. ONE OR BOTH OF THESE SEMESTER CLASSES MAY BE WAGE EARNING AS IT RELATES TO HOME ECONOMICS.
- 2) A ONE-YEAR COMPREHENSIVE COURSE FOLLOWED BY A MINIMUM OF FOUR SEMESTER COURSES COVERING THE BROAD SCOPE OF CONSUMER HOMEMAKING EDUCATION. ONE OR TWO SEMESTER CLASSES MAY BE WAGE EARNING AS IT RELATES TO HOME ECONOMICS. WHEN A ONE-YEAR COMPREHENSIVE COURSE IS OFFERED IN AN ACCREDITED JUNIOR HIGH SCHOOL HOME ECONOMICS PROGRAM AT THE 9TH GRADE LEVEL, A MINIMUM OF FOUR SEMESTER COURSES SHALL BE OFFERED FOR GRADES 10, 11, AND 12.
- 3) A THREE-YEAR SEQUENTIAL PROGRAM--HOMEMAKING I, II AND III.
- 4) LABORATORY COURSES ARE REQUIRED TO MEET 250 MINUTES PER WEEK.

### c. Facilities, Equipment, and Resources

- 1) There shall be adequate space, equipment and teaching materials for the effective teaching of all phases of a vocational consumer and homemaking program including space for efficient storage of teaching materials, equipment and supplies.

- 2) The school administrator and home economics instructor should set up a budget annually for the equipment, operation, and maintenance of the consumer and homemaking department.

d. Vocational Student Organization

- 1) The objective of Future Homemakers of America is to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement.
- 2) The goals of FHA are the goals of home economics education made visible through activities. These activities, based on students' interests and community resources, develop leadership, management, decision-making and goal-setting skills.
- 3) Features of FHA include the following:
  - a) FHA is a vocational student organization functioning as an integral part of the home economics education curriculum that operates within the school system.
  - b) FHA provides opportunities at national, state, and local levels for student initiative and direction in planning and carrying out individual and chapter projects based on a philosophy of cooperation.
  - c) FHA emphasizes personal growth, stressing value clarification and decision making.
  - d) FHA realizes that all individuals have leadership potential and works to develop and recognize those capabilities.
  - e) FHA has the family as its central focus.
- 4) Since an active and organized student organization is a quality indicator in a vocational program, the consumer homemaking program should not be considered complete without the integration of Future Homemakers of America.

e. Instructor Certification and Qualifications

The instructor shall have a bachelor's degree with a major in home economics education from a college or university approved for the training of vocational home economics teachers.

Certification in accordance with the Board of Public Education policies is required.

f. Class Size

a) CONSUMER HOMEMAKING

Each Consumer Homemaking lab class, i.e., Foods and Nutrition, Clothing and Textiles, and Child Development, should be limited to 20 and must not exceed 25 students per instructor. Furthermore, the following numbers of students per lab station is stipulated:

	<u>Ideal</u>	<u>Maximum</u>
Per foods lab unit	3	5
Per sewing machine	1	2

Other Consumer Homemaking classes, i.e., Housing, Family Relations, Child Development (without lab) must be limited to 25 students per instructor.

## 2) HOME ECONOMICS WAGE EARNING PROGRAMS

Each wage earning class must meet the consumer homemaking lab standards. In addition, each wage earning class should be limited to the following number of students per instructor:

<u>Ideal</u>	<u>Maximum</u>
20	25

Each wage earning cooperative class should meet the cooperative education standards. (See cooperative section.)

## 7. Time

- 1) The weekly duration of home economics courses shall correspond with rule 402.3 of Standards for Accreditation of Montana Schools. THIS REQUIRES 250 MINUTES PER WEEK FOR LAB COURSES.
- 2) A minimum of five regularly scheduled conference periods during the school week shall be provided for work in relation to program planning, contact with parents, and work with individual students.

## h. Sex Equity

Refer to REQUIREMENTS: Sex Equity in Vocational Education.

## i. Cooperative Education

Not applicable to Consumer Homemaking.

## j. Special Needs

Refer to Special Vocational Needs Programs.

# H. CRITERIA FOR THE APPROVAL OF PREVOCATIONAL INDUSTRIAL ARTS PROJECT APPLICATIONS

## 1. SCOPE

Industrial arts programs may be approved for state vocational funding if they fulfill the intent of P.L. 94-482, the Vocational Education Act of 1963 as amended in the Education Amendments of 1976. Federal regulations dealing with industrial arts are outlined as follows in Federal Register, October 3, 1977:



Industrial arts education programs which may be funded are those industrial arts programs which are designed to meet the purposes of this Act (including the elimination of sex stereotyping) and which: (1) Pertain to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designing, constructing, evaluating and using tools, machines, materials, and processes; and (2) Assist individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs.

## 2. OCCUPATIONS TO BE SERVED

A comprehensive industrial arts program provides students with awareness, orientation, exploration, and prevocational experiences that relate to a wide variety of trade, industrial and technical occupations. The Classification of Instructional Program codes to be used in reference to approved industrial arts programs are:

- 21.0101-- Occupationally Oriented Industrial Arts
- 21.0102-21.0199-- Prevocational Industrial Arts
- 21.0102-- Prevocational Carpentry/Construction
- 21.0103-- Prevocational Drafting
- 21.0104-- Prevocational Electricity/Electronics
- 21.0105-- Prevocational Energy, Power and Transportation
- 21.0106-- Prevocational Graphic Communications
- 21.0107-- Prevocational Manufacturing/Materials Processing  
(includes woods, metals, etc.)
- 21.0199-- Other, including combined programs

## 3. GENERAL REQUIREMENTS

To be approved for funding, school districts must meet the following criteria in addition to general vocational education requirements as outlined in Part II of these guidelines.

## 4. PROGRAM INFORMATION

- a. Industrial arts programs are not designed nor intended to duplicate regular vocational education programs nor to prepare students for job entry.
- b. The funding pattern for industrial arts will follow the state plan formula for the distribution of funds with an added provision that occupationally oriented industrial arts programs and prevocational industrial arts programs will be funded at one half the rate for trade and industrial programs in the same occupational area.
- c. The national Standards for Industrial Arts Programs should be used as the basis for program planning and evaluation. Content should have an emphasis on the technological nature of today's society.

d. Requirements of Eligible Industrial Arts Programs

1) Occupationally Oriented Industrial Arts.

FOR OCCUPATIONALLY-ORIENTED INDUSTRIAL ARTS PROGRAM, THE LEVEL OF INSTRUCTION SHALL BE GRADES 9 AND 10.

EACH OF THE FOUR MAJOR CLUSTERS\*--COMMUNICATION, CONSTRUCTION, MATERIALS, AND ENERGY--SHOULD BE INCLUDED IN THE COURSE OF INSTRUCTION. This may be organized in a general shop setting or as a rotation among unit shops.

ACTIVITIES TO PROVIDE STUDENTS WITH KNOWLEDGE OF INDUSTRIAL OCCUPATIONS MUST BE PART OF THE PROGRAM. Included will be instruction relating to a broad range of occupations and exploratory hands-on experiences typical of requirements in some selected jobs. Students shall be familiarized with training requisites, working conditions, wages or salaries, employment outlook, and other relevant information. Pertinent observations of work situations (actual or simulated), familiarization with available advanced training opportunities, utilization of career education materials, involvement in mass production and/or enterprise simulations, and high use of resource persons are among the activities to be considered for the program.

A LIBRARY OF RESOURCES PERTAINING TO INDUSTRIAL CAREERS SHALL BE ESTABLISHED AND MAINTAINED FOR STUDENT USE.

Program instructor(s) and guidance counselors should work with students to identify and develop individual aptitudes, interests and capabilities.

CLOSE CONTACT WITH THE INDUSTRY MUST BE MAINTAINED TO PROVIDE STUDENTS WITH ADDITIONAL INSIGHT INTO THE OCCUPATIONS RELATED TO THE TRAINING AREA.

An active student organization should be available for industrial arts student participation.

Junior high or middle school courses as well as grade 11 and 12 industrial education programs should correlate with the program being offered.

It is recommended that an instructor with responsibility for the conduct of the program be contracted for an additional 10 days to coordinate development of supplementary materials and activities and to plan curriculum changes needed to implement the program.

\* See the Montana Industrial Arts Curriculum Guide.

EACH INSTRUCTOR SHALL COMPLETE A PRESERVICE OR INSERVICE COURSE OR WORKSHOP DESIGNED TO BUILD INSTRUCTOR COMPETENCE FOR TEACHING IN AN OCCUPATIONALLY ORIENTED INDUSTRIAL ARTS PROGRAM. THIS SHALL BE DONE WITHIN TWO YEARS OF THE START OF THE PROGRAM.

PROFICIENCY STANDARDS, BOTH FOR TECHNICAL SKILLS AND FOR OCCUPATIONAL KNOWLEDGE SHALL BE ESTABLISHED TO IDENTIFY THE SCOPE OF THE INSTRUCTION AND TO BE USED IN STUDENT EVALUATION.

Class size should not exceed 20 students.

2) Prevocational Industrial Arts

COURSES SHALL BE SCHEDULED FOR A MINIMUM OF 180 CLASS PERIODS PER YEAR, WITH 360 PERIODS RECOMMENDED. (Block time [double period] is suggested for best time utilization.) LEVELS OF INSTRUCTION ARE GRADES 11 AND 12.

COURSES SHALL BE DESIGNED TO COVER A SINGLE INDUSTRIAL FIELD OR CLUSTER OF RELATED AREAS.

INSTRUCTOR SHALL CARRY PROPER SECONDARY CERTIFICATION ENDORSED IN INDUSTRIAL ARTS WITH THE NECESSARY COURSE WORK AS OUTLINED IN STANDARDS FOR ACCREDITATION OF MONTANA SCHOOLS.

Maximum class size should be as stipulated for a trade and industrial program in the same subject field.

ACTIVITIES TO PROVIDE STUDENTS WITH KNOWLEDGE OF INDUSTRIAL OCCUPATIONS MUST BE PART OF THE PROGRAM. INSTRUCTION RELATED TO A BROAD RANGE OF OCCUPATIONS--WITH EXPLORATORY HANDS-ON EXPERIENCES TYPICAL OF SOME JOBS--SHALL BE INCLUDED. STUDENTS SHALL BE FAMILIARIZED WITH TRAINING REQUISITES, WORKING CONDITIONS, WAGES OR SALARIES, EMPLOYMENT OUTLOOK, AND OTHER RELATED FACTORS.

A LIBRARY OF RESOURCES PERTAINING TO INDUSTRIAL CAREERS SHALL BE ESTABLISHED AND MAINTAINED FOR STUDENT USE.

It is recommended that instructors be employed for an additional 10 working days to coordinate curriculum development, implement the added occupational awareness phase of the program, and to maintain and organize equipment, facilities, and other resources of the program.

AN ACTIVE ADVISORY COMMITTEE SHALL ASSIST WITH THE PROGRAM.

INSTRUCTORS SHALL COMPLETE A PRESERVICE OR INSERVICE COURSE OR WORKSHOP DESIGNED TO INCREASE COMPETENCY IN CONDUCTING A PREVOCATIONAL INDUSTRIAL ARTS PROGRAM WITHIN TWO YEARS OF THE START OF THE PROGRAM.

Activities of an industrial arts or vocational student organization are recommended to be available to students as an integral part of the program.



PROFICIENCY STANDARDS, BOTH FOR TECHNICAL SKILLS AND FOR OCCUPATIONAL KNOWLEDGE, SHALL BE ESTABLISHED TO IDENTIFY THE SCOPE OF THE INSTRUCTION AND TO BE USED IN STUDENT EVALUATION.

A FOLLOW-UP OF STUDENTS WHO HAVE COMPLETED THE PROGRAM SHALL BE CONDUCTED AND RESULTS USED IN PLANNING AND PROGRAM REVISION.

e. Sex Equity

Refer to REQUIREMENTS: Sex Equity in Vocational Education

f. Cooperative Education

Refer to Cooperative Vocational Education Programs.

g. Special Needs

Refer to Special Vocational Needs Programs.

PART IV: CRITERIA FOR THE APPROVAL OF  
SECONDARY COOPERATIVE EDUCATION PROGRAMS

A. SCOPE

Cooperative vocational education programs must provide male and female students with on-the-job experience and training along with vocational classroom instruction related to their occupational interests. A cooperative arrangement among the school, employer, and student is therefore necessary. Students' classroom activities and on-the-job experiences must be planned and supervised by the school and the employer to ensure that both activities contribute to the student's employability.

B. OCCUPATIONS TO BE SERVED

PROGRAMS AT THE SECONDARY LEVEL MAY SERVE ONE OR SEVERAL OF THE JOB TITLES BY CLASSIFICATION OF INSTRUCTIONAL PROGRAM CODES IN THE FOLLOWING AREAS:

Agricultural  
Office  
Distributive  
Health  
Trades and industry  
Wage earning home economics

C. PROGRAM REQUIREMENTS

1. General Requirements refer to general requirements of secondary vocational education programs in Part II of these guidelines.



## 2. Organization and Content of Program

- a. PROGRAMS MUST PROVIDE STUDENTS WITH ON-THE-JOB EXPERIENCE AND TRAINING ALONG WITH VOCATIONAL CLASSROOM INSTRUCTION RELATED TO THEIR OCCUPATIONAL INTERESTS. A COOPERATIVE ARRANGEMENT AMONG THE SCHOOL, THE EMPLOYER AND THE STUDENT IS THEREFORE NECESSARY. STUDENTS' CLASSROOM AND ON-THE-JOB ACTIVITIES MUST BE PLANNED AND SUPERVISED BY THE SCHOOL AND THE EMPLOYER TO ENSURE THAT BOTH ACTIVITIES CONTRIBUTE TO THE STUDENTS' EMPLOYABILITY AND TOTAL EDUCATION.
- b. A SIGNED TRAINING AGREEMENT MUST BE ENTERED INTO BY THE PARTICIPATING EMPLOYER, EDUCATIONAL AGENCY, PARENT OR LEGAL GUARDIAN AND TRAINEE WITH A COPY OF EACH SUBMITTED TO THE OFFICE OF PUBLIC INSTRUCTION, c/o DISTRIBUTIVE EDUCATION/COOPERATIVE EDUCATION SPECIALIST.
- c. STUDENTS PLACED IN COOPERATIVE TRAINING STATIONS MUST ADHERE TO THE STATE AND FEDERAL LABOR LAWS.
- d. STUDENTS ENROLLED IN A COOPERATIVE VOCATIONAL EDUCATION PROGRAM SHALL RECEIVE ACADEMIC CREDIT FOR RELATED CLASSROOM INSTRUCTION AND ON-THE-JOB TRAINING.
- e. BEFORE A NEW VOCATIONAL COOPERATIVE EDUCATION PROGRAM IS ESTABLISHED, THE OCCUPATIONAL NEEDS OF THE COMMUNITY MUST BE SURVEYED TO WARRANT THE TRAINING OF STUDENTS IN IDENTIFIED OCCUPATIONAL AREAS.
- f. THE HIGH SCHOOL VOCATIONAL COOPERATIVE EDUCATION PROGRAM MUST BE ONE SCHOOL YEAR IN LENGTH.
- g. STUDENT ON-THE-JOB TRAINING MUST AVERAGE A MINIMUM OF 12 HOURS PER WEEK.
- h. BUDGET ITEMS THAT MAY BE CONSIDERED AS ADDITIONAL COSTS FOR FUNDING PURPOSES ARE NOTED IN 10.44.102(a) through (f).

## 3. Facilities/Equipment and Resources

TEACHER COORDINATION VISITS TO TRAINING STATIONS SHALL BE MADE AT LEAST ONCE A SEMESTER PER STUDENT FOR EVALUATION AND SUPERVISION.

## 4. Teacher Certification and Qualifications

- a. A COOPERATIVE EDUCATION TEACHER COORDINATOR RESPONSIBLE FOR THE PROGRAM MUST HAVE COMPLETED 15 QUARTER CREDITS OF COURSE WORK IN THE AREAS OF PRINCIPLES AND/OR PHILOSOPHY OF VOCATIONAL-TECHNICAL EDUCATION, CURRICULUM CONSTRUCTION IN VOCATIONAL-TECHNICAL EDUCATION OR JOB ANALYSIS, INSTRUCTIONAL MATERIALS AND DEVICES IN VOCATIONAL-TECHNICAL EDUCATION, TEACHING METHODS--VOCATIONAL-TECHNICAL SUBJECTS, VOCATIONAL-TECHNICAL ORGANIZATION AND MANAGEMENT, VOCATIONAL COOPERATIVE EDUCATION COORDINATING METHODS AND PRACTICES, AND VOCATIONAL GUIDANCE.

- b. THE TEACHER COORDINATOR SHALL HOLD A VALID MONTANA TEACHING CERTIFICATE ENDORSED IN THE APPLICABLE VOCATIONAL AREA, AND SHALL HAVE HAD AT LEAST ONE YEAR OF OCCUPATIONAL EXPERIENCE IN A RELATED FIELD.

5. Class Size

SIXTY COOPERATIVE STUDENTS IS THE MAXIMUM PER COORDINATOR.

6. Time

THE COORDINATOR MUST BE PROVIDED WITH COORDINATION TIME OVER AND ABOVE HIS OR HER REGULAR PREPARATION PERIOD(S). A MINIMUM OF ONE HOUR OF COORDINATION TIME PER DAY OR AN EQUIVALENT OF 5 HOURS PER WEEK MUST BE ALLOTTED FOR EVERY 20 COOPERATIVE STUDENTS.

7. Sex Equity Requirements

Federal regulations require that AN EMPLOYER WITH WHOM A CONTRACT IS MADE SHALL BE AN EQUAL OPPORTUNITY EMPLOYER AND SHOULD INTERVIEW AND PLACE MALE AND FEMALE STUDENTS IN WORK EXPERIENCE DEPENDENT ON THEIR INTERESTS AND ABILITIES RATHER THAN CULTURAL SEX-STEREOTYPES. FEMALE AND MALE STUDENT-LEARNERS SHALL BE PAID ON AN "EQUAL PAY FOR EQUAL WORK" BASIS WITHIN THE SAME FIRM. (Also see REQUIREMENTS: Sex Equity in Vocational Education.)

9. Special Needs

Federal regulations require that ECONOMICALLY DISADVANTAGED AND HANDICAPPED STUDENTS WILL BE MAINSTREAMED INTO QUALIFIED COOPERATIVE EDUCATION PROGRAMS. THE TARGETED JOB TAX CREDIT SHALL BE AVAILABLE TO ECONOMICALLY DISADVANTAGED AND HANDICAPPED STUDENTS.

PART V. VOCATIONAL GUIDANCE SERVICES

A. SCOPE

Vocational guidance is the process of helping persons to know, to accept, and to respect their own abilities, interests and aptitudes; then match these with realistic vocational goals; and finally, proceed with maximum effectiveness toward these goals.

B. OCCUPATIONS TO BE SERVED

Vocational guidance will provide support to and coordinate with the following:

Agriculture Education  
Business and Office Education  
Distributive Education  
Health Occupations Education  
Trade and Industrial Education  
Wage Earning Home Economics Education  
Industrial Arts Education  
Special Needs Population

## C. PROGRAM REQUIREMENTS

PROVISIONS SHALL BE MADE FOR VOCATIONAL GUIDANCE AND SHALL INCLUDE, BUT NOT BE LIMITED TO, OCCUPATIONAL INFORMATION AND CAREER COUNSELING. (General Requirements from Administrative Rules of Montana (ARM) 10.44.201, Rule Number 7.)

### 1. Occupational Information

Guidance services should provide occupation/career choice information to students.

Although there are excellent materials on the market, schools may neither have the personnel nor the funding resources to provide these materials. Two computerized systems being used in some of the schools are the Montana Career Information System (MCIS) and the General Information System (GIS). User fees are charged for these systems.

The vocational counselor must be aware of the critical function that accurate, up-to-date information plays in student decision making and that the incorporation of information about occupations with self-knowledge is of fundamental importance.

### 2. Career Counseling

Guidance services should provide individual and/or group vocational counseling and make this service an integral part of the vocational education program. Counselors should:

- a) Refer to test scores to determine individual strengths and weaknesses.
- b) Interpret test scores to individuals so they will understand the results. Emphasize confidentiality of information and help the student build an increasingly positive self-image.
- c) Counsel students regarding career goals, vocational planning and occupational choice.
- d) Counsel with and follow-up the dropout student in an effort to provide direction toward either further training or entry into the labor market.
- e) Provide some group counseling to discuss occupational information, vocational training opportunities and social problems. This will allow for personal interaction with peers and reinforce the career decision making process.

### 3. Testing

Appropriate assessment inventories (including interest, aptitude, and ability tests) will be used in helping the student select a vocational program area.

Achievement tests used should not be restricted to content of particular courses but rather cover comprehensive and basic knowledge. A number of testing instruments, either for use with pencil and paper or computerized, are available. From experience, guidance counselors have their preference of tests to be used; however, it is important to stay current on all accessible materials in order to update the testing process.



Initiation of aptitude, achievement, career interest inventories and personality testing, beginning at the ninth grade level, will supply pertinent information about students. This information is valuable to the counselor in providing guidance to students in selecting appropriate courses in vocational education programs to accommodate their identified career choices.

PROVISIONS SHALL BE MADE FOR JOB PLACEMENT, ANNUAL FOLLOW-UP OF PROGRAM COMPLETERS AND PROGRAM EVALUATION. (General Requirements from Administrative Rules of Montana (ARM) 10.44.201, Rule Number 11.)

## 1. Placement

Placement services are twofold:

- a. Educational placement--placing students in programs where they will receive further vocational training.
- b. Job placement--placing students directly on the job or in an apprenticeship program. Job placement services should be coordinated with vocational education teachers, school-sponsored work experience and work-study programs. When possible, there should be coordination with the placement activities of the Department of Labor and Industry and other employment and training agencies.

The job placement system should include making contacts with local employers regarding employment needs, coordinating job placement, providing instruction in job-seeking skills, surveying employment needs in the community and providing input for the adjusting of vocational education curriculum to meet identified needs.

## 2. Follow-Up

The guidance counselor should assist the vocational instructor and/or administrator in conducting formal follow-up studies of vocational education program graduates.

- a. Follow-up studies can generate relevant data for the evaluation and improvement of curriculum and related services within an individual school or school district.
- b. Data can be used to provide direction and emphasis for guidance and counseling activities.
- c. Positive public relations with the total community can be generated through the follow-up system.

A systematic one- and three-year follow-up study of both students and employers to determine effectiveness of vocational programs and employer satisfaction should be conducted. Follow-up studies can provide data relative to how effectively a school is meeting its stated goals while providing accountability of these services. In this respect, it can be used to evaluate programs and services provided for the students.



A statewide follow-up study may be conducted by the Division of Vocational Education Services, Office of Public Instruction, to collect data required for federal reporting. All schools requesting federal or state funding will be requested to participate in this study. The model will be available to all districts as a basis for a local information collecting system.

#### D. SEX EQUITY AND SPECIAL NEEDS

The guidance process must provide for human equity, not only as it relates to race and sex, but also as it relates to the handicapped, disadvantaged, limited-English speaking students, national origin, marital status, parental status and other students with special needs. Minorities, female students and handicapped persons must have equal access to vocational programs. (See also REQUIREMENTS: Sex Equity in Vocational Education.)

### PART VI. SEX EQUITY IN VOCATIONAL EDUCATION: HUMAN POTENTIAL DEVELOPMENT

#### A. INTRODUCTION

A major priority within the Carl D. Perkins Vocational Education Act is the development of programs to overcome sex discrimination, sex bias and sex stereotyping. This Act complements and expands upon Title IX of the Educational Amendments of 1972 which prohibits sex discrimination in educational policies, programs and practices.

Sex discrimination is "any action which limits or denies a person or a group of persons opportunities, privileges, roles or rewards on the basis of their sex." It is sex discrimination in its various forms which is prohibited by the provisions of the regulations which implement Title IX.

The Perkins Vocational Education Act moves beyond Title IX to establish administrative procedures, program priorities, and funding sources for positive efforts to overcome sex bias and sex stereotyping in vocational education. It recognizes that a prohibition against sex discrimination is not sufficient to modify long existing patterns of sex segregation in education and work. It provides legislative support for the initiation of efforts to modify biases and stereotypes which work to maintain these patterns.

#### B. PROGRAMS TO BE SERVED

Marketing and Distributive Education, Cooperative Education, Health Occupations Education, Trade and Industrial Education, Wage Earning Home Economics Education, Consumer and Homemaking Education, Business and Office Education, Agriculture Education, Prevocational Industrial Arts, Vocational Guidance Services, and Special Vocational Needs.

C. PURPOSE AND SCOPE

To develop and carry out programs of vocational education to overcome sex discrimination, sex bias, and sex stereotyping; thereby furnishing equal educational opportunities in vocational education to persons of both sexes.

D. STATEMENT OF PHILOSOPHY

Vocational educators have a primary responsibility to provide all students with the knowledge and skills needed for successful job entry. Both paid and nonpaid work should be treated as honorable and worthy of respect. No job or job choices should be downgraded or considered incompatible with a person's sex. Both male and female students should be offered more career options based on ability, interest and informed personal choice.

It is the responsibility of vocational educators to provide programs free from sex bias, sex discrimination, and sex stereotyping. It is also their responsibility to emphasize the importance of lifetime occupational planning for both males and females. In our society the need to assume financial responsibility for self and others is not limited to members of one sex.

In a sex bias free instructional environment, it is possible to develop a student's potential to the fullest and ensure his/her placement in a work environment which is financially and psychologically rewarding.

The Human Potential Development Specialist in the Division of Vocational Education Services is charged with developing, administering, and evaluating programs in an effort to eliminate sex bias and sex stereotyping. The specialist evaluates all vocational education programs for sex bias and stereotyping, creates an awareness of programs and activities which seek to reduce sex biases and stereotyping, assists local school districts in improving vocational education opportunities for male and females in nontraditional program areas, monitors employment practices, collects, analyzes and disseminates data on the status of male and female students and employees in state vocational education programs.

E. GUIDELINES

The following guidelines have been developed to assist local school districts in complying with the requirements set forth by Title II Part A of the Carl D. Perkins Vocational Education Act, Title IX of the Education Amendments of 1972, the Montana Human Rights Act and other applicable federal and state laws and regulations. These elements will be incorporated into all forms required for local program applications, evaluations and reports.

1. Administration

- a. Follow equal employment opportunity (EEO) guidelines in the employment of vocational education personnel.

- b. Initiate inservice training designed to change attitudes and behaviors that perpetuate sex stereotyping and bias in the school.
- c. Establish and encourage standards governing the use of non-sexist texts, materials, tests and procedures.
- d. Establish procedures for describing and communicating to the community that all programs are available to all students irrespective of sex, race, creed, religion, sex, marital status, color, age, physical or mental handicap or national origin.
- e. Eliminate conditions which limit students' access to vocational programs.
- f. Review corrective actions taken to ensure equal educational opportunity.

## 2. Local Vocational Advisory Councils

A local advisory council shall have appropriate representation of both sexes including women and men with backgrounds and experiences in employment and training programs who are knowledgeable about the problems of sex and cultural discrimination and stereotyping in job training and employment. A council shall have an appropriate representation of the racial and ethnic minorities found within the program areas, schools, community, or region served.

## 3. Vocational Education Program

- a. All vocational education and related courses/programs must be open to male and female students to ensure equal career options for both sexes.
- b. All course descriptions, titles, curriculum and instructional materials shall be designed to ensure that male and female students are treated equally so that sex stereotypes and biases are not perpetuated.
- c. Program and course content shall reflect the importance of lifetime occupational planning for both male and female students.
- d. Program and course content shall include factual career and employment information free from sex and race stereotyping and bias. This allows students to make occupational decisions based on ability and informed personal interests.
- e. Programs shall assure that facilities are available and suitable to accommodate both sexes.

## 4. Vocational Educators

- a. Vocational educators shall review, evaluate, and revise curricular, instructional materials and classroom procedures that create or reinforce sex-role stereotypes.
- b. Vocational educators should use resource persons that provide role models of both men and women in all occupational fields.
- c. Vocational educators should develop curricular and instructional materials that include up-to-date, bias-free information concerning careers and the changing occupational roles of men and women.



- d. Vocational educators should develop an effective informational program to encourage students of one sex to consider enrolling in classes traditionally dominated by the opposite sex and develop procedures for supporting those students so that they can achieve success.
- e. Vocational educators should participate in inservice training designed to change attitudes and behavioral patterns that perpetuate sex bias and stereotyping.

5. Vocational Guidance and Counseling

- a. Vocational guidance and counseling should assure that students have access to a full range of occupational fields and vocational education programs to enable all students to consider careers based upon skills, interests, and abilities rather than sex, race or cultural stereotypes.
- b. Vocational guidance and counseling should be sensitive to the effect of personally held stereotypes and biases on the counseling process and be receptive to information and activities that help to eliminate these personal stereotypes and biases when counseling students.

6. Student Organizations

Student organizations must be open to both males and females.

A special effort should be made to assure that both males and females are active in the vocational fields which the organization represents.

7. Cooperative Vocational Education Programs

Cooperative vocational education programs should adopt policies and procedures which assure that students who enter nontraditional areas of employment have equal access to the training opportunities of cooperative education programs.

Provisions must be made to ensure equal access to all programs by all female, male and handicapped students; to review, to evaluate and to replace sex biased learning materials; to make facilities and equipment available for all students; to provide guidance and counseling, especially for students choosing to enter nontraditional occupations; and to seek job placement dependent on students' abilities, needs and interests rather than on cultural, race or sex stereotypes. Applications shall describe procedures in effect or ones that will be put into effect to ensure that these requirements are met.

PART VII: LAWS RELATING TO SEX EQUITY (SELECTIONS)

A. Title IX of the Education Amendments, 1972:

"No person. . .shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education or activity receiving federal financial assistance. . ."



1. General provisions--86.3-86.9

- a. Each school district must evaluate current policies and practices and take steps necessary to end discrimination.
- b. Each school district must adopt and publish grievance procedures to resolve student and employee complaints alleging discrimination.
- c. Each school district must appoint at least one employee to coordinate efforts to comply with Title IX.
- d. All announcements, bulletins, catalogs, and applications must contain a notice of policy for non-discrimination, grievance procedure and name of Title IX coordinator.

2. Treatment of students--86.31-86.42

- a. 86.31--General coverage: Each school district must treat their admitted students without discrimination in courses, extracurricular activities, benefits, financial aid, facilities, housing, rules and regulations (including rules of appearance).
- b. 86.34--General coverage: Courses or other educational activities may not be provided separately on the basis of sex.
- c. 86.36--Counseling: Whenever a school finds that a class has a disproportionate number of students of one sex, it must take necessary actions to assure that sex bias in counseling or testing is not responsible.
- d. 86.37--Students' financial aid: A school district may not employ students according to sex, or provide services to any other organization which does so.

B. Title II, Part A of P.L. 98-524:

- (b) (1) Any State desiring to participate in the programs authorized by this Act shall assign one individual within the appropriate agency established or designated by the State board under the last sentence of subsection (a)(1) to administer vocational education programs within the State, to work full time to assist the State board to fulfill the purposes of this Act by--
  - (A) administering the program of vocational education for single parents and homemakers described in section 201(f) and the sex equity program described in section 201(g);
  - (B) gathering, analyzing, and disseminating data on the adequacy and effectiveness of vocational education programs in the State in meeting the education and employment needs of women (including preparation for employment in technical occupations, new and emerging occupational fields, and occupations regarded as non-traditional for women), and on the status of men and women students and employees in such programs;
  - (C) reviewing vocational education programs (including career guidance and counseling) for sex stereotyping and sex bias, with particular attention to practices which tend to inhibit the entry of women in high technology occupations, and submitting (i) recommendations for inclusion in the State plan of programs and policies to overcome sex bias and sex stereotyping in such programs, and (ii) an assessment of the State's progress in meeting the purposes of this Act with regard to overcoming sex discrimination and sex stereotyping;

(D) reviewing proposed actions on grants, contracts, and the policies of the State board to ensure that the needs of women are addressed in the administration of this Act;

(E) developing recommendations for programs of information and outreach to women concerning vocational education and employment opportunities for women (including opportunities for careers as technicians and skilled workers in technical fields and new and emerging occupational fields);

(F) providing technical assistance and advice to local educational agencies, postsecondary institutions, and other interested parties in the State, in expanding vocational opportunities for women; and

(G) assisting administrators, instructors, and counselors in implementing programs and activities to increase access for women (including displaced homemakers and single heads of households) to vocational education and to increase male and female students' enrollment in nontraditional programs.

(2) For the purpose of this subsection, the term "State" means any one of the fifty States and the District of Columbia.

(3) Each State shall expend not less than \$60,000 in each fiscal year to carry out the provisions of this subsection.

(c) The State board shall make available to each private industry council established under section 102 of the Job Training Partnership Act within the State a listing of all programs assisted under this Act.

(d) Each State board, in consultation with the State council, shall establish a limited number of technical committees to advise the council and the board on the development of model curricula to address State labor market needs. Technical committees shall develop an inventory of skills that may be used by the State board to define state-of-the-art model curricula. Such inventory will provide the type and level of knowledge and skills needed for entry, retention, and advancement in occupational areas taught in the State. The State board shall establish procedures for membership, operation, and duration of such committees consistent with the purposes of this Act. The membership shall be representative of (1) employers from any relevant industry or occupation for which the committee is established; (2) trade or professional organizations representing any relevant occupations; and (3) organized labor, where appropriate.

(e) The imposition of any State rule or policy relating to the administration and operation of programs funded by this Act (including any rule or policy based on State interpretation of any Federal law, regulation, or guideline) shall be identified as a State imposed requirement.

C. Montana Human Rights Act, 1974, as amended. Selections from Title 49, Chapter 2 "Illegal Discrimination." (For complete text, see School Laws of Montana, 49-2-307.)

49-2-307. Discrimination in education. It is an unlawful discriminatory practice for an educational institution:

- (1) to exclude, expel, limit, or otherwise discriminate against an individual seeking admission as a student. . .in terms, conditions, or privileges of the institution because of race, creed, religion, sex, marital status, color, age, physical handicap, or national origin. . .
- (3) to print or publish a catalog or (handbook) indicating a limitation, specification, or discrimination based on race, color, creed, sex. . .of an applicant for admission.
- (4) to announce or follow a policy of denial or limitation of education opportunities of a group or its members through a quota or otherwise because of race, color, sex, marital status, age, creed, religion, physical or mental handicap, or national origin.

49-2-308. Discrimination by the state. It is an unlawful discriminatory practice for the state or any of its political subdivisions:

- (1) to refuse, withhold from, or deny to a person any local, state, or federal funds, services, goods, facilities, advantages, or privileges because of race, creed, religion, sex, marital status, color, age, physical or mental handicap, or national origin, unless based on reasonable grounds;
- (2) to publish, circulate, issue, display, post, or mail a written or printed communication, notice, or advertisement which states or implies that any local, state, or federal funds, services, goods, facilities, advantages or privileges of the office or agency will be refused, withheld from, or denied to a person of a certain race,. . .religion, sex, marital status. . .or. . .is unwelcome or not desired or solicited. . .
- (3) to refuse employment to a person, to bar him from employment, or to discriminate against him in compensation or in a term, condition, or privilege of employment because of his political beliefs. . .

49-2-310. Maternity leave--unlawful acts of employers. It shall be unlawful for an employer or his agent to:

- (1) terminate a woman's employment because of her pregnancy;
- (2) refuse to grant to the employee a reasonable leave of absence for such pregnancy;
- (3) deny to the employee who is disabled as a result of pregnancy any compensation to which she is entitled as a result of the accumulation of disability or leave benefits accrued pursuant to plans maintained by her employer, provided that the employer may require disability as a result of pregnancy to be verified by medical certification that the employee is not able to perform her employment duties; or
- (4) require that an employee take a mandatory maternity leave for an unreasonable length of time.



49-2-311. Reinstatement to job following pregnancy-related leave of absence. Upon signifying her intent to return at the end of her leave of absence, such employee shall be reinstated to her original job or to an equivalent position with equivalent pay and accumulated seniority, retirement, fringe benefits, and other service credits unless, in the case of a private employer, the employer's circumstances have so changed as to make it impossible or unreasonable to do so.

49-2-403. Specific limits on justification.

- (1) Sex, marital status, age, physical or mental handicap, race, creed, religion, color, or national origin may not comprise justification for discrimination unless the nature of the services requires the discrimination for the legally demonstrable purpose of correcting a previous discriminatory practice.

D. Montana Human Rights Act, 1974, as amended. Selections from Title 49, Chapter 3 "Governmental Code of Fair Practices." (For complete text, see School Laws of Montana.)

49-3-191. Definitions. As used in this chapter, the following definitions apply:

- (5) "State or local governmental agency" means. . .

- (b) a county, city, town, school district, or other unit of local government and any instrumentality of local government.

49-3-102. What local governmental units affected. Local governmental units affected by this chapter include all political subdivisions of the state, including school districts.

49-3-201. Employment of state and local government personnel.

- (1) State and local government officials and supervisory personnel shall recruit, appoint, assign, train, evaluate, and promote personnel on the basis of merit and qualifications without regard to race, color, religion, creed, political ideas, sex, age, marital status, physical or mental handicap, or national origin.
- (2) All state and local governmental agencies shall:
  - (a) promulgate written directives to carry out this policy and to guarantee equal employment opportunities at all levels of state and local government;
  - (b) regularly review their personnel practices to assure compliance; and
  - (c) conduct continuing orientation and training programs with emphasis on human relations and fair employment practices.
- (3) The Department of Administration shall ensure that the entire examination process, including appraisal of qualifications, is free from bias.
- (4) Appointing authorities shall exercise care to insure utilization of minority group persons.



49-3-202. Employment referrals and placement services.

- (1) All state and local governmental agencies, including educational institutions, which provide employment referrals or placement services to public or private employers shall accept job orders on a fair practice basis. A job request indicating an intention to exclude a person because of race, color, religion, creed, political ideas, sex, age, marital status, physical or mental handicap, or national origin shall be rejected.

49-3-203. Educational, counseling, and training programs. All educational, counseling, and vocational guidance programs, and all apprenticeship and on-the-job training programs. . .in which state and local government agencies (school districts) participate must be open to all persons, who must be accepted on the basis of merit and justifications without regard to race. . .creed. . .sex. . .

Such programs must be conducted to encourage the full development of the interests, aptitudes, skills, and capacities of all students, with special attention to the problems of culturally deprived, educationally handicapped or economically disadvantaged persons. Expansion of training opportunities under these programs must be encouraged to involve larger numbers of participants from those segments of the labor force in which the need for expanding levels of skill is greatest.

49-3-205. Governmental services.

- (1) All services of every state or local governmental agency must be performed without discrimination based upon race, color, religion, creed, political ideas, sex, age, marital status, physical or mental handicap, or national origin.
- (2) No state or local facility may be used in the furtherance of any discriminatory practice, nor may a state or local governmental agency become a party to an agreement, arrangement, or plan which has the effect of a party to an agreement, arrangement, or plan which has the effect of sanctioning discriminatory practices.
- (3) Each state or local governmental agency shall analyze all of its operations to ascertain possible instances of noncompliance with the policy of this chapter and shall initiate comprehensive programs to remedy any defect found to exist.

49-3-206. Distribution of governmental funds. State agencies may not provide grants, loans, or other financial assistance to public agencies (school districts). . .which engage in discriminatory practices.

49-3-207. Nondiscrimination provision in all public contracts. Every state or local contract or subcontract for construction of public buildings or for other public work or for goods or services shall contain a provision that all hiring must be on the basis of merit and qualifications and a provision that there may be no discrimination on the basis of race, color, religion, creed, political ideas, sex, age, marital status, physical or mental handicap, or national origin by the persons performing the contract.

MONTANA HUMAN RIGHTS COMMISSION  
Sex Discrimination in Education

24.9.1001 Purpose (1) The purpose of this subchapter is to provide guidelines that will enable educational institutions to prevent and eliminate discrimination on the basis of sex. These rules are interpretive rules. The fact that a particular situation is not addressed in these rules shall not be construed to preclude a cause of action under the Montana Human Rights Act or the Governmental Code of Fair Practices.

24.9.1002 Definitions (1) "Admission" means selection for part-time, full-time, special, associate, transfer, exchange, or any other enrollment, membership, or matriculation in or at an education program or activity operated by an educational institution.

(2) "Auxiliary services" for students includes but is not limited to: health care, food services, playing fields, public accommodations on campus, speech therapy, remedial programs, mental health programs, and special programs.

(3) "Educational institution" means a public or private institution and includes an academy; college; elementary or secondary school; extension course; kindergarten; nursery; school system; university; business, nursing, professional, secretarial, technical or vocational school; or agent of an educational institution.

(4) "Extracurricular activity" includes school-sponsored or supported clubs, teams, or activities of general or specific interest not part of classroom instruction.

(5) "Housing accommodation" means a building or portion of a building whether constructed or to be constructed, which is or will be used as the sleeping quarters of its occupants.

(6) "Person" means one or more individuals, and includes applicants for admission as well as students.

(7) "Physical education activities involving bodily contact" means boxing, wrestling, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.

(8) "Public accommodation" means a place which is operated by an educational institution as defined in section 49-2-101(17), MCA.

(9) "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

(10) "Sexual intimidation" means any unreasonable behavior, verbal or nonverbal, which has the effect of subjecting members of either sex to humiliation, embarrassment or discomfort because of their gender.

(11) "Student" means a person who has gained admission and is currently engaged in the program of an educational institution.

24.9.1003 Treatment of Students (1) Unless an exception is based on reasonable grounds, no student shall, on the basis of sex, be denied equal access to programs, extracurricular activities or services or benefits or be limited in the exercise of any right, privilege, advantage or opportunity.

(2) Because of the potential adverse impact upon female students of restrictions related to pregnancy or parental status, no student shall be discriminated against because of pregnancy or actual or potential parental status unless such action is based upon reasonable grounds.

(a) Unless an exception is based on reasonable grounds, pregnancy shall be treated as any other temporary disability.

(b) Unless an exception is based on reasonable grounds, pregnancy or parenthood shall not be considered cause for dismissal or exclusion from any program or activity.

(c) Participation in special programs provided for pregnant students or students who are parents shall be at the student's option.

(d) Educational institutions shall eliminate administrative and programmatic barriers to school attendance and school completion by pregnant students or students who are parents.

(e) Unless an exception is based on reasonable grounds, no student shall be discriminated against because of his or her actual or potential marital status.

(3) No student shall be subjected to sexual intimidation or harassment by any school employee, or by the effect of any school policy or practice when any employee or agent of the educational institution knew or reasonably should have known of the activity, policy or practice. No student shall be subject to sexual harassment or sexual intimidation by another student on school-owned or controlled property or at any school sponsored or supervised functions or activities when any agent or employee of the educational institution knew or reasonably should have known of the activity.

24.9.1004 Admissions (1) Unless an exception is based on reasonable grounds, no person shall, on the basis of sex, be denied admission, or be subjected to discrimination in admission, by an educational institution.

(2) In determining whether a person has satisfied any policy or criterion for admission, or in making any offer of admission, an educational institution shall not:

(a) give preference to one person over another on the basis of sex by ranking applicants separately on such basis, or otherwise;

(b) apply numerical limitations upon the number or proportion of persons of either sex who may be admitted; or

(c) otherwise treat one individual differently from another on the basis of sex.

(3) An educational institution shall not administer or require any test or apply any other criterion as the sole basis for admission which has a disproportionately adverse effect on persons on the basis of sex unless the use of such test or criterion is shown to predict validly success in the education program or activity in question. An exception to this rule may exist if it can be shown that alternative tests or criteria which do not have such a disproportionate adverse effect are unavailable.

(4) In determining whether a person satisfies any policy or criterion for admission, or in making any offer of admission, an educational institution shall not discriminate against or exclude any person on the basis of pregnancy, childbirth, termination of pregnancy, or recovery therefrom, or establish or follow any rule or practice which so discriminates or excludes.

(5) An educational institution may make pre-admission inquiry as to the sex of an applicant for admission, but only if the inquiry is made equally of applicants of both sexes and if the results of the inquiry are not used in connection with discrimination prohibited by this part. Information relating to the sex of an individual that is obtained by the educational institution for statistical purposes may not be used in any admission determination.

24.9.1005 Guidance and Counseling Services (1) Unless an exception is based on reasonable grounds, school personnel assigned to provide guidance and counseling services, and all materials used in the provision



of those services, shall, without regard to their sex, encourage students to explore and develop their individual interests in vocational programs, employment, and educational opportunities. This may include encouraging students to consider nontraditional occupations, careers and educational courses and programs.

24.9.1006 Access to Course Offerings and Activities (1) Unless an exception is based on reasonable grounds, an educational institution shall not provide any course or otherwise carry out any of its educational programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health, physical education, industrial, business, vocational, technical, home economics, music and adult education courses.

(2) This rule does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

(3) This rule does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball and other sports, the purpose or major activity of which involves bodily contact.

(4) Where use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, the educational institution shall use appropriate standards which do not have such effect.

(5) Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.

(6) Educational institutions may make requirements based on vocal range or quality which may result in a chorus or choruses of one or predominantly one sex.

24.9.1007 Textbooks and Instructional Materials (1) Textbooks and instructional materials are part of an educational program and as such are considered to be part of the terms and conditions or privileges provided by an educational institution under the Montana Human Rights Act and the Governmental Code of Fair Practices. Nothing in these rules shall be interpreted as requiring or prohibiting or abridging in any way the use of particular textbooks or instructional materials. However, the Commission encourages educational institutions to utilize textbooks and instructional materials that portray males and females in a wide variety of occupational, emotional and behavioral situations and in the full range of their human potential.

24.9.1008 Extracurricular and Athletic Activities (1) Unless based on reasonable grounds, no person, on the basis of sex, shall be denied equality or opportunity to participate in extracurricular activities and athletics sponsored by an educational institution.

(2) In determining whether equality of opportunity is available, the factors to be considered, among others, are:

- (a) whether the selection of sports and levels of competition effectively accommodates the interests and abilities of both sexes;
- (b) the provision of equipment, supplies and services;
- (c) scheduling of games and practice time;
- (d) travel and per diem allowances;
- (e) opportunity to receive coaching and academic tutoring;
- (f) qualifications, assignment and compensation of coaches, officials, and tutors;



- (g) provision of locker rooms, practice and competitive facilities;
- (h) provision of medical and training facilities and services;
- (i) provision of housing and dining facilities and services, and;
- (j) publicity.

24.9.1009 Financial Aid (1) Unless an exception is based on reasonable grounds, no person shall, on the basis of sex, be limited or denied financial assistance from an educational institution.

(2) To the extent that an educational institution awards athletic scholarships or grants-in-aid, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics.

24.9.1010 Housing and Auxiliary Services for Students (1) Unless an exception is based on reasonable grounds, an educational institution shall not, on the basis of sex, apply different rules or regulations, impose different fees or requirements or different services or benefits related to housing or auxiliary services.

(2) An educational institution may provide separate housing and auxiliary services on the basis of sex so long as the housing and auxiliary services provided to students of one sex, compared to that provided to students of the other sex, be, as a whole, and to the extent reasonably attainable by the institution, proportionate in quantity and comparable in quality and cost to the student. Students shall be provided equal access and equal treatment.

24.9.1011 Employment Assistance/Placement (1) Unless an exception is based on reasonable grounds, an educational institution which assists an agency, organization or person in making employment available to any of its students shall obtain assurances that such employment is made available without discrimination on the basis of sex.

(2) An educational institution that makes school facilities available to or otherwise assists an agency, person, or organization known to engage in unlawful employment discrimination furthers and sanctions the discriminatory practice.

PART VIII: CIVIL RIGHTS REQUIREMENTS FOR ALL VOCATIONAL EDUCATION PROGRAMS AS SET FORTH IN THE OFFICE OF CIVIL RIGHTS GUIDELINES

A. INTRODUCTION

These legal requirements are divided into six thematic parts, based on the overall framework of the federal Vocational Education Guidelines:

1. Access
2. Admissions
3. Guidance and Counseling
4. Equal Opportunity in the Vocational Education Instructional Setting
5. Student Employment Related Services
6. Employment of Faculty and Staff

Each thematic part sets forth the legal requirements pursuant to the regulations issued under Title VI, Title IX and Section 504 of the OCR Guidelines.

During the period 1964-1973, three major civil rights laws were enacted by Congress which directly affect the operation of all secondary vocational education programs. These provisions prohibit discrimination in the operation of vocational education programs on the basis of race, color, and national origin (Title VI and VII of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), and physical or mental handicap (Section 504 of the Rehabilitation Act of 1973).

B. OCCUPATIONS TO BE SERVED

Marketing and Distributive Education, Cooperative Education, Health Occupation Education, Trade and Industry, Wage Earning Home Economics, Consumer Home Economics, Business and Office Education, and Agriculture Occupations.

C. PURPOSE AND SCOPE

To prevent discrimination based upon race, color, national origin, marital status, sex, age, physical or mental handicap in the operation of secondary vocational education.

D. ACCESS (Requirements)

1. Access to existing facilities

A local education agency (LEA) shall operate its vocational program or activity so that the program or activity, when viewed in its entirety, is readily accessible to handicapped persons. This does not require an LEA or postsecondary institution to make each of its existing facilities or every part of a facility accessible to and usable by handicapped persons.

Legal citation

- 1) OCR Guidelines, Section IV
- 2) 34 CFR 104, Subpart C

2. Access to new construction

Each new facility or alteration of a facility (constructed or renovated since June 30, 1977) constructed by, on behalf of, or for the use of an LEA shall be designed and constructed so that the facility, or the altered portion of the facility, is readily accessible to and usable by handicapped persons.

Legal citation

- 1) OCR Guidelines, Section IV
- 2) 34 CFR 104.23

3. Facility location

- a. An LEA shall locate facilities so that they are readily accessible to minority communities and are not identifiable as intended for non-minority or minority students.
- b. An LEA may not select or approve of a site for a vocational education facility that excludes, segregates, or otherwise discriminates against students on the basis of race, color, or national origin.
- c. An LEA may not adopt or maintain a system of limiting admission to its vocational education program to a fixed number of students from each sending school, program, or curriculum area if the system disproportionately excludes or discriminates against students on the basis of race, sex, color, or national origin.
- d. An LEA may not establish, approve of, or maintain geographic or attendance boundaries for a vocational education program which results in discrimination against students on the basis of race, color, or national origin.

Legal citation

- 1) OCR Guidelines, Section IV
- 2) 34 CFR 100.3

E. ADMISSIONS (Requirements)

1. Promotional Activities

An LEA may not sponsor, or engage in the development of promotional materials or activities that discriminate against or stereotype persons on the basis of sex, race, national origin, color, or handicap. Promotional activities include, among other things, career days, parents' nights, shop demonstrations, and visitation by groups of prospective students.

Legal citation

- 1) OCR Guidelines, Section V
- 2) 34 CFR 104.42
- 3) 34 CFR 104.4
- 4) 34 CFR 106.23

## 2. Recruitment

An LEA may not develop, sponsor, or engage in any recruiting activity, including the development or dissemination of recruiting materials, that discriminates against or stereotypes persons on the basis of sex, race, color, national origin, or handicap.

Legal citation

- 1) OCR Guidelines, Section V
- 2) 34 CFR, 104.42
- 3) 34 CFR 106.23

## 3. Public notification

- a. Prior to the beginning of each school year or academic semester, an LEA shall issue an appropriate public announcement (e.g., in a local newspaper or its program bulletin) which advises students, parents, employees, and the general public that vocational education opportunities will be offered without regard to sex, race, color, national origin, or handicap.
- b. The public announcement shall contain the name, address, and telephone number of the person designated to coordinate Title IX and Section 504 compliance activities.
- c. If the service area of the LEA contains a community of persons with limited English language skills, then the promotional materials and information, including information on financial assistance, shall be distributed to that community in its native language.
- d. An LEA shall adopt and implement procedures to ensure that interested persons, including persons with impaired vision or hearing, can obtain information as to the existence and location of services, activities, and facilities that are accessible to and usable by handicapped persons.

Legal citation

- 1) OCR Guidelines, Section IV
- 2) 34 CFR 104.8
- 3) 34 CFR 106.9

## 4. Admission Practices

- a. An LEA may not use any admission test or other selection criterion for entrance into a vocational education course or program that disproportionately excludes applicants on the basis of sex, race, color, national origin, or handicap, unless the LEA can demonstrate that the test or criterion has been validated as essential for participation in that particular program.



- b. An LEA may not discriminate in its admission practices against persons on the basis of limited English language skills. An LEA shall identify applicants with limited English language skills and assess their ability to participate in vocational education.
- c. An LEA shall ensure that results of admission tests which are administered to an applicant who has a handicap that impairs sensory, manual or speaking skills, accurately reflect the applicant's aptitude or achievement level or whatever other factor the test purports to measure. A test which reflects the applicant's impaired sensory, manual or speaking skills may only be used where those skills are the factors that the test purports to measure.
- d. Admission tests that are designed for persons with impaired sensory, manual or speaking skills shall be offered as often and in as timely a manner as are other admission tests. Admission tests for handicapped persons shall be administered in facilities that meet the accessibility requirements described in this instrument.

Legal citation

- 1) OCR Guidelines, Section IV
- 2) 34 CFR 100.3
- 3) 34 CFR 104.42; 34 CFR 104.4; 34 CFR 104.35
- 4) 34 CFR 106.21

5. Prerequisite admission practices

An LEA may not establish an introductory, preliminary, or exploratory course (e.g., industrial arts or home economics) as a prerequisite for admission unless the course is available without regard to sex, color, race, national origin, or handicap.

Legal citation

- 1) OCR Guidelines, Sections IV and V
- 2) 34 CFR 100.3; 34 CFR 104.4; 34 CFR 106, Subpart C

6. Preadmission inquiries

- a. An LEA may not inquire into a student's:
  - 1) marital status (e.g., whether such student is "Miss" or "Mrs.")
  - 2) race, color, national origin
  - 3) handicapprior to accepting the student for admission, unless the school's request is pursuant to either (1) an affirmative action policy, or (2) a request from a federal agency.
- b. An LEA may make a preadmission inquiry as to sex of a student for admission, but only if the inquiry is made equally of students of both sexes and if the results of such inquiry are not used in a discriminatory manner.

- c. An LEA may ask whether a student has a handicap that may require accommodation only after the student is accepted for admission. The answer to any such question must be treated with confidentiality.

Legal citation

- 1) 34 CFR 106.21
- 2) 34 CFR 104.4
- 3) 34 CFR 100.3

## F. GUIDANCE AND COUNSELING

### 1. General requirement

- a. An LEA may not counsel students to enroll in a particular course or program or measure or predict a student's prospects for success in any course on the basis of the student's sex, race, color, national origin, or handicap.

Legal citation

- 1) OCR Guidelines, Section V
- 2) 34 CFR 104.34; 34 CFR 104.43(a)
- 3) 34 CFR 106.36

### 2. Title VI--Guidance

An LEA serving a student(s) identified as having a primary language other than English shall:

- a. employ a counselor(s) who is (are) able to communicate with students with limited English speaking skills; or
- b. provide an interpreter(s) who is (are) able to communicate with students of limited English speaking skills.

Legal citation

OCR Guidelines

### 3. Guidance

- a. Where the use of a counseling test or other instrument results in a substantially disproportionate number of minorities, handicapped persons, or members of one sex in any particular course of study or classification, the LEA shall take such action as is necessary to assure itself that the disproportionate number is not the result of unlawful discrimination in the instrument or its application.
- b. An LEA which uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless such different materials are shown to be essential to eliminate sex bias.

Legal citation

34 CFR 106.36; 34 CFR 104, Subparts D and E

- c. An LEA shall ensure that qualified handicapped students are not counseled toward more restrictive career objectives than are non-handicapped students with similar interests and abilities.

Legal citation

- 1) OCR Guidelines, Section V
- 2) 34 CFR 104.37; 34 CFR 104.43(a)

- d. An LEA shall ensure that counselors can communicate effectively with hearing-impaired students. This requirement may be satisfied by having a qualified interpreter available.

Legal citation

- 1) OCR Guidelines, Section V
- 2) 34 CFR 104.4
- 3) 34 CFR 104.34
- 4) 34 CFR 104.43

## G. EQUAL OPPORTUNITY

### 1. Academic requirements

- a. An LEA may not use or adopt academic requirements for participation in or completion of a vocational education program that discriminates on the basis of sex, race, color, national origin, or handicap.

Legal citation

- 1) OCR Guidelines, Section VI
- 2) 34 CFR 100.3
- 3) 34 CFR 104.4; 34 CFR 104.44; 34 CFR 104.33
- 4) 34 CFR 106.31

### 2. Integration of handicapped persons and procedural safeguards

- a. An LEA shall ensure that each qualified handicapped person it serves is educated with persons who are not handicapped to the maximum extent appropriate to the needs of the handicapped person. This means that an LEA shall place a handicapped person in the regular education environment operated by the LEA or postsecondary institution unless the education of the person in the regular environment, even with the use of supplementary aids and services, cannot be achieved satisfactorily.
- b. An LEA shall establish and implement procedural safeguards relating to the identification, evaluation, and educational placement of handicapped students who need or are believed to need special instruction or related services. The system of procedural safeguards must include (1) notice, (2) an opportunity for the parents or guardian of the student to examine relevant records, and (3) an impartial hearing with opportunity for participation by the person's parents or guardian and representation by counsel.

Legal citation

- 1) OCR Guidelines, Section VI
- 2) 34 CFR 104.36
- 3) 34 CFR 104.34
- 4) 34 CFR 104.43(d)

c. Modifying academic requirements for qualified handicapped students

- 1) To the extent an LEA imposes academic requirements, it shall modify those requirements as necessary to ensure that the requirements do not discriminate on the basis of handicap against a qualified handicapped applicant or students. Academic requirements that the school can demonstrate are essential to a given program of instruction or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include substitution of specific courses required for the completion of graduation or degree requirements, and adaptation of the manner in which specific courses are conducted.
- 2) An LEA may not impose upon handicapped students rules that limit their participation in the recipient's vocational education program or activity. For example, a school may not prohibit handicapped persons from using tape recorders or guide dogs in classrooms or campus buildings.

Legal citation

- 1) OCR Guidelines, Section IV
- 2) 34 CFR 104.44

3. Differential treatment based on parental, family, marital status or pregnancy

- a. An LEA may not use or adopt academic requirements which treat students differently on the basis of actual or potential parental, family, or marital status of a student.
- b. An LEA may not exclude a woman from participation in any vocational program on the basis of pregnancy, childbirth, termination of pregnancy or recovery therefrom, or treat the pregnancy or childbirth differently from any other temporary disability.

Legal citation

- 34 CFR 106.21

4. Financial assistance

- a. An LEA may not discriminate on the basis of sex, race, color, national origin, or handicap in providing student financial assistance in the form of loans, grants, scholarships, special funds, subsidies or prizes, except as provided below.



- b. Financial assistance established by will, trust, bequest, or a similar legal instrument that requires awards to be made to members of a particular sex is permissible provided that the overall effect of the award of such sex-restricted assistance does not discriminate on the basis of sex.
- c. Financial assistance established by will, trust, bequest, or similar legal instrument that requires awards to be made on the basis of factors that discriminate or have the effect of discriminating on the basis of handicap is permissible only if the overall effect of the award of such assistance is not discriminatory on the basis of handicap.

Legal citation

- 1) OCR Guidelines, Section VI
- 2) 34 CFR 100.3
- 3) 34 CFR 104.46
- 4) 34 CFR 106.37

5. Student housing

- a. An LEA may not discriminate on the basis of sex, race, color, national origin, or handicap in making available housing opportunities to students. Separate residential facilities for males and females are permissible as long as the LEA makes comparable facilities available to both sexes.
- b. An LEA may not enter into an agreement with an outside vendor or other organization for the provision of on-campus or off-campus housing if the vendor or other organization discriminates on the basis of sex, race, color, national origin, or handicap in making available housing opportunities or fails to make available comparable housing to students without regard to sex or handicap.

Legal citation

- 1) OCR Guidelines, Section VI
- 2) 34 CFR 100.3
- 3) 34 CFR 104.4; 34 CFR 104.45
- 4) 34 CFR 106.37

6. Comparable facilities

- a. All facilities, services, programs, and activities provided to handicapped persons shall be comparable to those which the recipient provides to non-handicapped persons.
- b. Changing rooms, showers, and other facilities for students of one sex shall be comparable to those provided to students of the other sex. This may be accomplished by alternating use of the same facilities or by providing separate, comparable facilities.

Legal citation

- 1) OCR Guidelines, Section VI
- 2) 34 CFR 104.22; 34 CFR 104.34(c)
- 3) 34 CFR 106.33

G. STUDENT EMPLOYMENT RELATED SERVICES

1. Cooperative vocational education, work study, apprenticeship training, and job placement
  - a. An LEA may not discriminate on the basis of sex, race, color, national origin, or handicap in placing students in cooperative vocational education, work study, or apprenticeship training programs or in providing other job placement services.
  - b. An LEA may not enter into any arrangement with an agency, union, business, or other sponsor that discriminates against the school's students on the basis of sex, race, color, national origin, or handicap in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, or in pay.
  - c. Any written agreement for the referral or assignment of students under a cooperative, work study, or apprenticeship program must contain an assurance from the union, sponsor, or employer that students will be accepted and assigned to jobs and otherwise treated without regard to sex, race, color, national origin, or handicap.

Legal citation

- 1) OCR Guidelines, Section VII
- 2) 34 CFR 100.3
- 3) 34 CFR 104.4
- 4) 34 CFR 106.31

H. EMPLOYMENT OF FACULTY AND STAFF

1. An LEA may not engage in any employment practice prohibited below if the employment practice tends to result in segregation, exclusion, or other unlawful discrimination against students on the basis of race, color, national origin, sex, or handicap.
2. Where a primary purpose of federal financial assistance to a program is to provide employment, an LEA may not engage in any employment practice prohibited below if the employment practice discriminates against persons on the basis of race, color, national origin, sex, or handicap.

Legal citation

- 1) OCR Guidelines, Section VIII
- 2) 34 CFR 100.3
- 3) 34 CFR 104.4
- 4) 34 CFR 106.31

## APPENDIXES

Appendix I	Local Teacher Certification Requirements
Appendix II	Endorsement Requirements for Industrial Arts and Vocational Education
Appendix III	Local Advisory Committee Work Plan
Appendix IV	Forms and Procedures for Secondary Vocational Program Application
Appendix V	Instruments and Instructions for Secondary Vocational Follow-Up System
Appendix VI	Definition of Vocational Education Terms

## APPENDIX I

### LOCAL TEACHER CERTIFICATION REQUIREMENTS<sup>1</sup>

All secondary teachers must hold teaching certificates endorsed for the subjects being taught. Types of certificates are outlined in Questions and Answers on Certification of Montana Teachers, Administrators, and Specialists, Office of Public Instruction, Thirteenth Edition, July 1986. Vocational education teachers must also meet requirements in these policies. In addition, to teach in approved vocational education programs instructors must have a combination of work experience and education that directly contributes to the competencies required in the occupational area being taught. The following minimums apply:

#### I. Education and Experience

- A. Degree teachers qualifying for Class 1, 2 or 5 secondary teaching certificates. (Note: Vocational personnel may require additional course work as required in Part III of these guidelines.)
  - 1. Agriculture Occupations--Bachelor's degree with a secondary level teaching certificate endorsed in agriculture plus one year occupational experience within the last five years.
  - 2. Business and Office Occupations--Bachelor's degree with secondary level teaching certificate endorsed in business education plus one year occupational experience within the last five years.
  - 3. Home Economics, Consumer--Bachelor's degree with a secondary level teaching certificate endorsed in home economics education.
  - 4. Home Economics, Occupational--Bachelor's degree with a secondary level teaching certificate endorsed in home economics plus one year occupational experience within the last five years.
  - 5. Industrial arts--Bachelor's degree with a secondary level teaching certificate endorsed in industrial arts plus one year of occupational experience.
  - 6. Marketing and Distributive Occupations--Bachelor's degree with a secondary level teaching certificate endorsed in distributive education plus one year occupational experience within the last five years.
  - 7. Trades and Industry --Bachelor's degree with a secondary level teaching certificate endorsed in a trade and industrial education area plus one year occupational experience within the last five years.

<sup>1</sup>Questions concerning certification should be directed to the Division of Teacher Education and Certification, Office of Public Instruction.



## 8. Cooperative Program Coordinator

- a) Coordinators shall meet requirements for one of the areas as outlined in 1-8 above or section B below.
- b) In addition to other coursework required for certification, coordinators shall have earned three quarter credits in administration of cooperative education and coordinating practices.

B. Teachers without degrees or with degrees in other fields qualifying for Class 4 vocational certification in highly specialized or technological areas. Applies to only health occupations, trades and industry and technical areas. Instructors in health occupations must also meet state or national licensure/certification/ registration.

### 1. Class 4C

- a. Five years occupational experience in the specific vocational area to be endorsed (refer to III).
- b. High school graduate or GED certificate.

### 2. Class 4B

- a. Five years occupational experience in the specific field to be endorsed (refer to III).
- b. High school graduate or GED certificate.
- c. 15 quarter (10 semester) credits of college work in general background courses distributed in at least three of the following fields selected by student to strengthen specialized vocational areas: English, social studies, humanities, science, mathematics.
- d. 10 credits or a minimum of 150 clock hours of student teaching. Two years successful teaching experience on a Class 4C certificate may be substituted for the student teaching requirement.
- e. Completion of the following courses or their equivalent:  
Principles or Philosophy of Vocational Education  
Curriculum Construction/Job Analysis in Vocational Education  
Instructional Materials and Devices in Vocational-  
Technical Education  
Teaching Methods--Vocational Subjects  
Vocational Education Organization and Management  
Vocational Guidance

### 3. Class 4A

- a. Eligibility for the Class 4B certificate plus a bachelor's degree.

## II. Criteria for Evaluating Occupational Experience

A. Verification of occupational experience must be submitted listing dates and total hours of employment, specific duties and tasks performed, signatures of immediate supervisors, and other material which serves as evidence of occupational experience applicable to the teaching area.

- B. Part-time, self-employed, military, and specialized occupational experience will be evaluated on an individual basis.
- C. Each period of work experience must be ten weeks or more of continuous employment with an employer.
- D. Graduates of approved vocational-technical programs may receive credit toward the work experience requirement. 2,000 hours for each year of the program is normally allowed.
- E. When required in licensed programs, the instructor must meet occupational licensing standards of the appropriate regulating agency.
- F. Successful completion of an approved trade competency exam can substitute for a portion of the work experience requirement.

All persons employed after November 1977 must meet the above minimum standards.

## APPENDIX II

### ENDORSEMENT REQUIREMENTS FOR INDUSTRIAL ARTS AND VOCATIONAL EDUCATION

All teachers shall hold a valid Montana teaching certificate. Endorsement requirements for specific subject areas are indicated below.

If you are teaching in the following:	You must be endorsed in: (subject & code number)	Specific credit requirement:
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Agriculture	Agriculture (61)	
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Business English	English (20) or Business Education (70, 71 or 72**)	
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Business Law	Business Education (70, 71 or 72**)	
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Business Mathematics	Mathematics (40) or Business Education (70, 71 or 72**)	
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Business--General	Business Education (70, 71 or 72**)	
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Business--Shorthand, Steno	Business Education (70)	
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Business--Typing	Business Education (70 or 71)	
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Business-- Bookkeeping	Business Education (70, 71 or 72**)	
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Distributive Education	Distributive Education (64)	
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Health Occupations	Class IV Health Occupations	
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Home Economics	Home Economics (63)	
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Teachers of vocational subjects may be required to have specific courses and work experience in order to qualify for federal reimbursement.

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Industrial Arts	Industrial Arts (62)
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Mechanical Drawing or Drafting	Industrial Arts (62)	6 quarter credits in mechanical drawing if endorsed in (62)
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TRADES AND INDUSTRIES

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Auto Body	I.A. (62) or T & I (65-Auto Body) or Class 4-Auto Body	15 quarter credits in auto body if endorsed in (62)
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Auto Mechanics	I.A. (62) or T & I (65-Auto Mechanics) or Class 4-Auto Mechanics	15 quarter credits in auto mechanics if endorsed in (62)
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Building Trades	I.A. (62) or T & I (65- Building Trades) or Class 4-Building Trades	9 quarter credits in construction if en- dorsed in (62). Does not include wood- working.
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Electronics	I.A. (62) or T & I (65- Electronics) or Class 4- Electronics	15 quarter credits if endorsed in (62)
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Graphic Arts	I.A. (62) or Art (83 or 84**) or T & I (65-Graphic Arts) or Class 4-Graphic Arts	6 quarter credits in graphic arts if en- dorsed in (62), (83 or 84**)
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Machine Shop	I.A. (62) or Class 4- Machine Shop	10 quarter credits in machine shop if en- dorsed in (62)
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Mechanical Drawing or Drafting	I.A. (62) or T & I (65- Drafting) or Class 4- Drafting	6 quarter credits in mechanical drawing if endorsed in (62)
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\*\*No longer initially issued.

Teachers of vocational subjects which qualify for federal reimbursement may be required to have additional specific courses and work experience.



Metal Working	I.A. (62) or Class 4-Metals	15 quarter credits in general metals if endorsed in (62)
Power Mechanics (includes energy & transportation)	I.A. (62) or Class 4-Power Mechanics	10 quarter credits in power mechanics if endorsed in (62)
Small Engines	I.A. (62) or T & I (65-Auto Mechanics)	5 quarter credits in small engines if endorsed in (62)
Welding	I.A. (62) or T & I (65-Welding) or Class 4-Welding	10 quarter credits in welding if endorsed in (62)

\*\*No longer initially issued.

Teachers of vocational subjects which qualify for federal reimbursement may be required to have additional specific courses and work experience.

# APPENDIX III

## LOCAL ADVISORY COMMITTEE PLAN OF WORK

School \_\_\_\_\_

Action Plan Development Team:

Principal \_\_\_\_\_

Voc. Director \_\_\_\_\_

Voc. Teacher \_\_\_\_\_

Advisory Com. Chair \_\_\_\_\_

Date \_\_\_\_\_

Action Plan Goals	Strategy for Goal Attainment	Measurement of Achievement	Person(s) Responsible	Projected Timeline Initiation—Completion	Priority
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## APPENDIX VI

### DEFINITION OF VOCATIONAL EDUCATION TERMS

ADULT VOCATIONAL EDUCATION PROGRAM is a program designed for persons 16 years of age or older who have completed or left high school; are employed or underemployed and who need training or retraining (less than 25 hours per week) to enter the labor market or to achieve stability or advancement in employment. Consumer and homemaking enrichment courses are included under this definition. Training may include supplemental, apprentice and short-term preparatory programs.

COOPERATIVE VOCATIONAL EDUCATION PROGRAM means a program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

CURRICULUM DEVELOPMENT PROGRAM includes the development and dissemination of vocational education curriculum materials for new and changing occupational fields and for individuals with special needs (disadvantaged and handicapped); and the development of curriculum and guidance and testing materials designed to overcome sex bias in vocational education programs, and support services designed to enable teachers to meet the needs of individuals enrolled in vocational education programs traditionally limited to members of the opposite sex.

DISADVANTAGED PROGRAM is designed for persons (other than handicapped persons) who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs.

DISTRICT SUPERINTENDENT, as referred to on the applications, is the district superintendent of public schools or the chief administrative officer of units of the university system, community colleges and state institutions.

EXEMPLARY PROGRAM means a program designed to enable educational agencies to explore, develop and demonstrate new and innovative ways to plan, implement and conduct vocational education programs, including (1) programs designed to develop high quality vocational education programs for urban centers with high concentrations of economically disadvantaged individuals, unskilled workers, and unemployed individuals; (2) programs designed to develop training opportunities for persons in sparsely populated rural areas and for individuals migrating from farms to urban areas; (3) programs of effective vocational education for individuals with limited English-speaking ability; (4) establishment of cooperative arrangements between public education and manpower agencies, designed to correlate vocational education opportunities with current and projected needs of the labor market; and (5) programs designed to broaden occupational aspirations and opportunities for youth, with special emphasis given to youth who have academic, socioeconomic, or other handicaps, including (a) programs and projects designed to familiarize elementary and secondary school students with the broad range of occupations and (b) programs and projects to facilitate the participation of employers and labor organizations in postsecondary vocational education. Priority will be given to programs designed to reduce sex stereotyping in vocational education.

HANDICAPPED PROGRAM is designed for persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired, deaf-blind, multi-handicapped, or persons with special learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

INSTRUCTIONAL LEVELS: S-secondary, PS-postsecondary, A-adult, TT-teacher training.

LOCAL ADVISORY COUNCIL means a group composed of members of the general public, especially representatives of business, industry, labor, education and training, organized to provide the local educational agency with advice on current job needs and the relevancy of courses being offered by such agency in meeting such needs. Policy requires that each program have a program advisory committee. These committees may be subcommittees of the total local vocational education advisory council.

LOCAL EDUCATIONAL AGENCY means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a state, or any other public educational institution or agency having administrative control and direction of a vocational education program.

RESEARCH PROGRAM includes (1) applied research and development in vocational education; (2) experimental, developmental, and pilot programs designed to test the effectiveness of research findings, including programs to overcome problems of sex bias and sex stereotyping; (3) improved curriculum materials for presently funded programs in vocational education and new curriculum materials for new and emerging job fields, including a review and revision of any curricula developed under this section to insure that such curricula do not reflect stereotypes based on sex, race, or national origin; (4) projects in the development of new careers and occupation, such as--(a) research and experimental projects designed to identify new careers in such fields as mental and physical health, crime prevention and correction, welfare, education, municipal services, child care, and recreation, requiring less training than professional positions, and to delineate within such career roles with the potential for advancement from one level to another; (b) training and development projects designed to demonstrate improved methods of securing the involvement, cooperation and commitment of both the public and private sectors toward the end of achieving greater coordination and more effective implementation of programs of the employment of persons in the fields described in subparagraph (a), including programs to prepare professional (including administrators) to work effectively with aides; and (c) projects to evaluate the operation of programs for the training, development, and utilization of public service aides, particularly their effectiveness in providing satisfactory work experiences and in meeting public needs; and (5) dissemination of the results of the contracts made pursuant to paragraphs (1) through (4), including employment of persons to act as disseminators, on a local level, of these results.



SUPPORT SERVICE PROGRAMS means skill assessment, employment counseling, job placement and follow-up services for persons from the following target groups: (1) persons who had been solely homemakers but who now, because of dissolution of marriage, must seek employment; (2) persons who are single heads of households and who lack adequate job skills; (3) persons who are currently homemakers and part-time workers but who wish to secure a full-time job; (4) women (men) who are now in jobs which have been traditionally considered job areas for females (males) and who wish to seek employment in job areas that have not been traditionally considered job areas for females (males); and (5) women who enter programs designed to prepare individuals for employment in jobs which have been traditionally limited to men.

VOCATIONAL EDUCATION PROGRAM means an organized educational program which is directly related to the preparation of individuals for paid or unpaid employment in one of the designated vocational areas and counseling, or for additional preparation for a career in other occupations requiring other than a baccalaureate or advanced degree.

VOCATIONAL GUIDANCE means those activities which assist students in (1) identifying their aptitudes, interests, abilities, skills, aspirations and any other considerations that relate to choosing an occupation; (2) identifying such information on specific occupations that fits their interests and abilities, as (a) nature of the work, (b) training and qualifications required, (c) employment outlook, (d) earnings and working conditions, and (e) places of employment; and (3) developing skills in decision making that will enable them to choose an occupation that will meet their needs and allow them to develop their full potentials.

## REFERENCES

Available from the Office of Public Instruction, Division of Vocational Education Services:

Program Appraisal for Vocational Education

Self-Evaluation Preparation Procedures

An Evaluation for Vocational Education Programs in Montana--  
Administration/Guidance & Counseling/Special Needs

An Evaluation for Vocational Education Programs in Montana--  
Program Instrument

Cooperative Education Training Agreement

Cooperative Education Training Plan

Cooperative Education Employer's Cooperative Rating Form

Cooperative Education Student's Weekly Production Record

Cooperative Education Student's Semester Tally Sheet

Technical Assistance Inventory



